
6C

Information/Action

Professional Services Committee

Approval of the Knowledge, Skills, and Abilities for the California Teacher of English Learners (CTEL) Examination

Executive Summary: This report presents information regarding knowledge, skills, and abilities (KSAs) to be assessed on the new California Teacher of English Learners (CTEL) Examination. If adopted, the KSAs will be used to develop the examination which is scheduled to be administered beginning in the fall of 2005.

Staff Direction: Commission staff is seeking direction from the Commission in order to continue the development and administration of the CTET Examination program.

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Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation of professional educators.
- ◆ Assess and monitor the efficacy of the Accreditation System, Examination System, and State and Federal Funded Programs.

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Introduction

This report presents the proposed knowledge, skills, and abilities (KSAs) that will, if adopted by the Commission, be eligible for assessment on the new California Teacher of English Learners (CTEL) Examination that will replace the Crosscultural, Language and Academic Development (CLAD) Examinations. A summary of the work conducted to develop valid and legally defensible knowledge, skills, and abilities to be assessed on the CTEL Examination is shown in Table 1 below.

Table 1
Activities for Development and Validation of CTEL KSAs

Timeframe	Activity
May-June 2004	Interviews with educators to gather initial information regarding KSAs and teacher assignment issues.
June-July 2004	Development of preliminary KSAs by ELIDT, NES, and staff.
July 2004	Bias review of preliminary KSAs.
September-October 2004	Statewide content validity survey of preliminary KSAs conducted with California classroom teachers and teacher educators.
November-December 2004	Compilation of survey results.
December 2004	Staff and NES alignment studies to confirm alignment of preliminary KSAs with ELD standards, SB 2042 teacher preparation and induction program standards, and TPEs.
January 2005	Results of content validity survey and alignment studies presented to ELIDT and proposed KSAs are finalized.
March 2005	KSAs presented to Commission for consideration and adoption.
April 2005	Commission requested revisions to KSAs and directed NES to conduct an additional review.

With support from the Commission's contractor, National Evaluation Systems (NES), KSAs for the CTEL Examination were drafted by a design team of California educators; evaluated by educators statewide through a validity study survey; reviewed by staff for alignment with the K-12 English Language Development Standards adopted by the State Board of Education, Standards of Quality and Effectiveness for Teacher Preparation Programs, the Standards of Quality and Effectiveness for Teacher Induction Programs, and the Teaching Performance Expectations (TPEs, shown in Appendix A) established under Senate Bill 2042 (Alpert);

reviewed for potential bias by the Commission's Bias Review Committee; and finalized by the design team. NES conducted a review of the proposed CTET KSAs for alignment with the English-Language Arts (ELA) Content Standards for California K-12 Public Schools. This set of KSAs was presented to the Commission at its March, 2005 meeting for adoption.

At its March 2005 meeting, the Commission requested staff to provide additional information regarding development of the CTET examination at the upcoming April, 2005 meeting. Staff prepared and presented at the April, 2005 meeting detailed information regarding the background and process for development of the KSAs, development costs, and the proposed draft test structure for CTET. As a result of the Commission's April discussion, additional suggestions for edits were requested by the Commission. The Commission directed NES to work with designated Commissioner's to review the proposed edits and determine if an additional validity study would be required.

This item presents the revised KSA document with recommended edits (additions are underlined and deletions are shown in strikeout) for the Commission's consideration and adoption. In addition, this agenda item asks the Commission to approve the proposed CTET test structure.

Background

Examinations and Certification for Teaching English Learners

California Education Code Section 44253.3 requires the Commission to issue a certificate that authorizes instruction of English learners. Currently, that certification is the Crosscultural, Language and Academic Development (CLAD) Certificate. Education Code Section 44253.5 requires the Commission to develop and administer examinations by which a teacher can demonstrate competence in the knowledge and skills necessary for the effective teaching of English learners. Section 44253.5(c) states:

- (c) *The scope and content of the examinations shall consist of the professional skills and knowledge that are determined by the commission to be necessary for effective teaching of limited-English-proficient pupils, and shall include, but need not be limited to, the following domains of professional knowledge and skill:*
 - (1) *First- and second-language development and the structure of language.*
 - (2) *Methodology of English language development and specially designed content instruction in English.*
 - (3) *Culture and cultural diversity.*

The CLAD Examinations were established in 1994 under Title 5 Regulations, Section 80015.3. The contract for development and administration of the examinations was awarded to National Evaluation Systems, Inc. (NES) in 1994 on the basis of a competitive bidding process and the CLAD Examinations were first administered in May of 1995. In February 1998, the Commission convened a task force of 16 California educators with experience and expertise in the education of English learners to examine the scope and content of the CLAD Examinations and the validity of each of the KSAs assessed on those examinations. Specifically, the Task Force evaluated the extent to which each KSA was well grounded in the professional knowledge base and important for teachers to know before they are assigned to teach English learners. Based upon this review, the Commission adopted in 1999, revisions to the CLAD KSAs. The current list of domains and KSAs that serve as the basis for the CLAD Examinations is provided

in Appendix B. In recent years, the number of registrations to take each section of the CLAD Examinations 1-3 has ranged from approximately 2,700 to 4,100 registrations per year. The cumulative pass rate across the 2000 to 2003 test administrations is 70% (N=7,520).

Assembly Bill 1059 (Ducheny, Chapter 711, Statutes of 1999), established Education Code Section 44259.5, and required the Commission to ensure that programs of professional preparation satisfy standards established by the Commission for the preparation of teachers for all pupils, including English learners. Based upon the requirements of AB 1059 and SB 2042, the Commission has adopted standards that incorporate competencies for instruction of English learners into newly approved Multiple and Single Subject Teaching Credential preparation programs.

AB 1059 further required the Commission to provide candidates, including candidates prepared in other states, with an examination route to fulfill the requirements for instruction of English learners. The legislation also required the Commission to conduct a comprehensive validity study of the knowledge, skills, and abilities (KSAs) to be assessed on the examination. The new examination and certification developed in response to AB 1059 will be called the California Teacher of English Learners (CTEL) Examination/Certificate.

CTEL Examinees

The CTEL Examination will be taken by: (1) experienced California teachers who already hold a prerequisite teaching credential but have not previously earned certification for teaching English learners, and (2) experienced out-of-state trained teachers who already hold a prerequisite teaching credential but have not previously earned certification for teaching English learners. For 2005-06, it is projected that approximately 1,100 individuals will register to take the CTEL Examination. In that year, there will be a transition period during which many examinees will still take the current examination for certification to teach English learners, the Crosscultural Language and Academic Development (CLAD) Examination, in its last year of administration. In 2006-07, it is projected that approximately 3,800 individuals will register to take the CTEL. However, this number is expected to decrease over time due to the fact that candidates completing current SB 2042 teacher preparation programs will earn an authorization to teach English learners through their program and will not be required to take the CTEL Examination.

English Learner Instruction Design Team (ELIDT)

The Commission relies on the expertise of experienced California educators to inform test development. In spring 2004, the Commission's Executive Director appointed the members of the English Learner Instruction Design Team (ELIDT) to advise Commission staff on development of the CTEL examination. A listing of the fifteen members of the ELIDT is included in Appendix C. Members of the team were chosen through an open nomination process.

The ELIDT consists of the following representatives:

- directors of local Bilingual Teacher Training Programs;
- a classroom teacher of English learners;
- a school administrator;
- English learner education specialists from school districts, county offices of education, and postsecondary institutions;
- professors providing preparation to teachers of English learners at California State University, University of California, and independent institutions; and
- coordinators of English learner teacher education programs.

Development and Validation of the KSAs for the CTEL Examination

In fall of 2003, the Commission approved the release of a request for proposals (RFP) for a contractor to develop and validate the KSAs for the CTEL Examination; develop and administer the examination; and develop proposed passing standards for the examination. Following a competitive bidding process, National Evaluation Systems, Inc. (NES) was approved by the Commission to conduct this work.

Prior to beginning work with the ELIDT, NES conducted interviews with twelve additional professionals in the area of English learner education from throughout California. Those individuals included classroom teachers, administrators, program coordinators, educators providing training for teachers of English learners, and representatives from the California Department of Education, the California Teachers Association, and the Association for California School Administrators. The purpose of the interviews was to gather initial information regarding (1) the knowledge and skills needed by teachers of English learners, and (2) needs of employers related to appropriate assignment of teachers with English learner certification. In these interviews, respondents were asked to review the 1999 KSAs for the CLAD Examination and provide suggestions for additional content and emphases as well as information about the knowledge and skills needed by teachers of English learners in different classroom settings.

NES began working with the ELIDT and Commission staff in the summer of 2004 to develop and validate the KSAs that may be assessed on the CTEL Examination. The preliminary KSAs were developed through a review of the CLAD KSAs, information gathered through the interviews described above, as well as current state and national standards and practices utilized in teaching English learners. The KSAs were developed to be valid, legally defensible, and aligned with the State Board approved student academic standards, teacher preparation standards, and the Teaching Performance Expectations (TPEs).

At meetings in the summer of 2004, the ELIDT developed preliminary KSAs to ensure that the resulting examination would be:

- consistent with the program's purpose of determining whether California public school teachers seeking certification have the knowledge and skills to provide instruction to English learners;
- reflective of the knowledge and skills necessary for California public school teachers to provide effective instruction to English learners;

- aligned with the English Language Development Standards for California Public Schools, the Standards of Quality and Effectiveness for Teacher Preparation Programs, the Standards of Quality and Effectiveness for Teacher Induction Programs, and the TPEs;
- accurate and valid; and
- free of bias.

The preliminary KSAs were also reviewed by the Bias Review Committee (BRC). The BRC is a group of educators from various backgrounds who are recruited through an open nomination process to assist the Commission in reviewing test content for sensitivity and fairness to all candidates. A listing of the BRC members who reviewed the preliminary KSAs is included in Appendix C.

NES conducted two test development studies as part of the validation process of the KSAs for the CTEL Examination. Beginning in September 2004, NES conducted a statewide survey-based validity study of the preliminary KSAs developed by the ELIDT. The purpose of the content validation survey was to obtain judgments from California educators about the importance of the preliminary CTEL KSAs to the job of a teacher providing instruction to English learners. A copy of the planning document for the content validation survey developed by Commission staff and NES is provided in Appendix D.

The content validation surveys were distributed to a representative sample of California public school teachers, teacher educators at California institutions of higher education, and Bilingual Teacher Training Program (BTTP) staff. Surveys were sent to approximately 1,000 California educators. Survey responses were received and screened for eligibility and completeness, and 246 completed surveys were used in the compilation of data for the study. This response rate is consistent with response rates for similar studies.

Respondents were asked to provide a rating for each of the 140 descriptive statements of the draft KSAs in response to the following question, *“How important are the knowledge, skills, and abilities described in this statement for performing the job of a California public school teacher providing instruction to one or more English learners?”* The ratings were conducted on a four-point scale in which respondents indicated one of the following ratings: “not needed”, “somewhat important”, “important”, or “essential”.

At the end of the survey, respondents were asked to provide a rating on the four-point scale for the overall completeness of the CTEL KSAs in response to the following question, *“To what extent does the set of statements as a whole reflect the knowledge, skills, and abilities that are needed for effective job performance by a California public school teacher providing instruction to one or more English learners?”* This question was rated on the same four-point scale as the draft KSAs.

NES analyzed and summarized the results of the validity study and presented that information to the ELIDT and Commission staff on January 12, 2005. Appendix E shows a copy of the survey and the results of the survey. Because the results of the study strongly supported the validity of the KSAs, all of the KSA statements were retained as originally drafted by the ELIDT. No new KSAs emerged as a result of additional comments from survey participants.

NES also conducted an alignment study to demonstrate that the CTEL KSAs are aligned with the English Language Development Standards for California Public Schools, the Standards of Quality and Effectiveness for Teacher Preparation Programs, the Standards of Quality and Effectiveness for Teacher Induction Programs, and the TPEs. Commission staff reviewed the study conducted by NES and conducted an independent study that confirmed the work conducted by NES.

Following the March 2005 Commission meeting, staff directed NES to conduct a review of the CTEL KSAs to determine alignment with the English-Language Arts (ELA) Content Standards for California Public Schools (K-12). This review showed evidence of alignment between the CTEL KSAs and the ELA standards. The results of the review are provided in Appendix F.

KSAs for the CTEL Examination

The KSAs for the CTEL Examination are found in Appendix G. Edits recommended at the April 2005 meeting are reflected in the document. If adopted by the Commission, they will serve as the test specifications for development of the examination. Appendix G is broken into three sections representing the CTEL subtests which will be entitled *Language and Language Development*, *Assessment and Instruction*, and *Culture and Inclusion*. Within the three subtest areas, the KSAs are categorized according to (1) domains, (2) subdomains, and (3) skills and abilities. Each domain provides a general description of the area of understanding and skill, while the subdomains indicate more focused categories of knowledge, and the skills and abilities provide descriptive statements of KSAs applicable to the domain. The KSAs include all of the domains required under Education Code Section 44253.5.

Proposed CTEL Test Structure and Rationale

Appendix H shows the draft subtest and domain structure for the CTEL Examination. This structure indicates the number and format (multiple-choice or constructed-response) of items to be included for each domain in each of the three subtests.

Overview. The CTEL examination consists of three subtests that measure content in the areas of:

- Language and Language Development
- Assessment and Instruction, and
- Culture and Inclusion.

These three categories of content knowledge are based upon the general domains of professional knowledge and skill indicated in Education Code Section 44253.5(c).

Test Structure. Each subtest is made up of two to three major domains of content, with three to five subdomains within each domain. For the current version of the test design, the number of

multiple-choice test items per subtest is proportional to the number of subdomains on each subtest. The following table shows this relationship.

Subtest	Number of Subdomains	Number of Multiple-choice items
Language and Language Development	10	50
Assessment and Instruction	12	60
Culture and Inclusion	8	40

The Commission may choose to alter these allocations if it so chooses.

In addition, there is one constructed-response item on each of the subtests for Language and Language Development and Culture and Inclusion, and two constructed-response items on the Assessment and Instruction subtest. These allocations could also be changed by the Commission.

Passing Scores. A separate passing score will be established for each subtest. A panel of California educators will make recommendations regarding the level of acceptable performance that candidates will need to demonstrate in order to pass the CTEL examination. These recommendations will be presented for consideration by the CCTC, which will make the final determination of the passing score for each subtest.

Options, Costs, and Considerations

1.CTEL KSA consideration

a.) Adopt the proposed KSAs for the CTEL Examination

If the Commission chooses to adopt the revised KSAs (found in Appendix G), work would proceed on development of the CTEL Examination and test items could be field-tested in the summer of 2005. The initial administration of the CTEL Examination would be conducted as scheduled in December of 2005. A standard setting study to determine passing scores for the CTEL Examination would be conducted in early 2006 after the initial test administration. Results of the standard setting study would then be presented to the Commission for consideration and approval. Due to this review and approval process, scores for the first administration of the CTEL Examination would be available to examinees approximately four months after the initial test administration (April, 2006). Costs for these activities are built into the existing contract with NES.

b.) Direct staff to validate revised KSAs for the CTEL Examination

Validation of the revised KSAs would require the administration and analysis of an additional content validity study. A second validity study is not included in the current contract for development of the CTEL Examination. Therefore, it would be necessary to amend the current contract, a process that would take an estimated 3 to 6 months.

Conducting a second validity study could delay the scheduled administration of the CTET Examination by an estimated 12 months due to the need to make revisions to the contract, have the contract approved by the Department of Finance and Department of General Services, conduct another survey during the school year when teachers are available to respond to the survey, convene a team of English learner educators to review new test items, conduct field testing of new test items, and other factors. The amendments to the current contract would include extending the current contract for administration of the CLAD/BCLAD Examinations through 2006. The CLAD/BCLAD contract has already been extended one year.

Based upon the cost of the content validation survey previously conducted, it is estimated that the cost of the additional survey would be \$49,500.

Table 2 provides the staffing, activities, projected costs, and timelines for completing further validation of the CTET KSAs as described in Option 2.

Table 2
Validation of Revised CTET KSAs

Staffing	Activity	Cost	Timeline
CCTC, Department of Finance, and Department of General Services staff	Amend contract to change scope of work for validation and administration of the CTET, revise timelines, and extend administration of CLAD/BCLAD Examinations	No additional cost	Complete amendment process for both contracts by Nov 2005
NES and CCTC staff	<ul style="list-style-type: none"> • Prepare content validation survey • Conduct survey • Analyze survey results • Present results to the Commission 	\$49,500	<ul style="list-style-type: none"> • Conduct survey activities from Sept through Nov 2005 • Present results to the Commission, Dec 2005
Team of English learner educators, NES and CCTC staff	<ul style="list-style-type: none"> • If necessary, develop and review new CTET Examination items 	No additional costs, included in current contract	<ul style="list-style-type: none"> • Jan-March 2006
NES staff	<ul style="list-style-type: none"> • Field-test new CTET items • Administer CTET 	No additional costs, included in current contract	<ul style="list-style-type: none"> • Field-test items in April 2006 • First administration of CTET in June 2006
NES and CCTC staff	<ul style="list-style-type: none"> • Conduct standard setting study • Present results of study to Commission for consideration of passing scores 	No additional costs, included in current contract	<ul style="list-style-type: none"> • Standard setting study in August 2006 • Present results of study to Commission in Sept 2006

2. CTET test structure consideration

- a.) Adopt the proposed test structure for the CTET examination.
- b.) Direct staff to return with alternative test structures for consideration.
- c.) Propose an alternative test structure for the CTET examination.

Staff Direction

Staff is seeking direction from the Commission in order to continue the development and administration of the CTET Examination program.

Appendix A

Teaching Performance Expectations

The California Teaching Performance Expectations

A. Making Subject Matter Comprehensible to Students

- TPE 1: Specific Pedagogical skills for Subject Matter Instruction
 - TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments.
 - Teaching Reading-Language Arts in a Multiple Subject Assignment
 - Teaching Mathematics in a Multiple Subject Assignment
 - Teaching Science in a Multiple Subject Assignment
 - Teaching History-Social Science in a Multiple Subject Assignment
 - TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments
 - Teaching English-Language Arts in a Single Subject Assignment
 - Teaching Mathematics in a Single Subject Assignment
 - Teaching Science in a Single Subject Assignment
 - Teaching History-Social Science in a Single Subject Assignment

B. Assessing Student Learning

- TPE 2: Monitoring Student Learning During Instruction
- TPE 3: Interpretation and use of Assessments

C. Engaging and Supporting Students in Learning

- TPE 4: Making Content Accessible
- TPE 5: Student Engagement
- TPE 6: Developmentally Appropriate Teaching Practices
 - TPE 6A: Developmentally Appropriate Practices in Grades K-3
 - TPE 6B: Developmentally Appropriate Practices in Grades 4 – 8
 - TPE 6C: Developmentally Appropriate Practices in Grades 9 – 12
- TPE 7: Teaching English Learners

D. Planning instruction and Designing Learning Experiences for Students

- TPE 8: Learning About Students
- TPE 9: Instructional Planning

E. Creating and Maintaining Effective Environments for Student Learning

- TPE 10: Instructional Time
- TPE 11: Social Environment

F. Developing as a Professional Educator

- TPE 12: Professional, Legal, and Ethical Obligations
- TPE 13: Professional Growth

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Background Information: TPE 1. TPE 1 is divided into two categories intended to take into account the differentiated teaching assignments of multiple subject and single subject teachers. Multiple subject credential holders work in self-contained classrooms and are responsible for instruction in several subject areas; single subject teachers work in departmentalized settings and have more specialized assignments. These categories are Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments (1-A), and Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments (1-B).

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

Teaching Reading-Language Arts in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning, and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.

Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Teaching Mathematics in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (K-8). They enable students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Teaching Science in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in science (K-8). They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation.

Teaching History-Social Science in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (K-8). They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.

TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

Teaching English-Language Arts in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (Grades 7-12). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to teach the advanced skills of

research-based discourse; incorporate technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations; focus on analytical critique of text and of a variety of media; and provide a greater emphasis on the language arts as applied to work and careers. Candidates teach students how to comprehend and produce complex text, how to comprehend the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Teaching Mathematics in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Mathematics demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (Grades 7-12). They enable students to understand basic mathematical computations, concepts, and symbols, to use them to solve common problems, and to apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Additionally, Single Subject Candidates help students in Grades 7-12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols. They assign and assess work through progress-monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.

Teaching Science in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Science demonstrate the ability to teach the state-adopted academic content standards for students in science (Grades 7-12). They balance the focus of instruction between science information, concepts, and principles. Their explanations, demonstrations, and class activities serve to illustrate science concepts, and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction.

Additionally, Single Subject Candidates guide, monitor and encourage students during investigations and experiments. They demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols. Single Subject Candidates structure and sequence science instruction to enhance students' academic knowledge to meet or exceed the state-adopted academic content standards for students. They establish and

monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

Teaching History-Social Science in a Single subject Assignment

Candidates for a Single Subject Teaching Credential in History-Social Science demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (Grades 7-12). They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to reinforce students' sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.

Additionally, History-Social Science Single Subject Candidates connect essential facts and information to broad themes, concepts and principles, and they relate history-social science content to current or future issues. They teach students how cultural perspectives inform and influence understandings of history. They select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region or culture. Candidates ask questions and structure academic instruction to help students recognize prejudices and stereotypes. They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues), and encourage students to reflect on and share their insights and values. They design activities to counter illustrate multiple viewpoints on issues. Candidates monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

B. ASSESSING STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction

Candidates for a Teaching Credential use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students. They pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings.

TPE 3: Interpretation and Use of Assessments

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom

assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4: Making Content Accessible

Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

TPE 5: Student Engagement

Candidates for Teaching Credentials clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences, and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by asking

stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

TPE 6: Developmentally Appropriate Teaching Practices

Background information for TPE 6: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9-12.¹

TPE 6A: Developmentally Appropriate Practices in Grades K-3

During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children's immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

¹ TPE 6 does not represent a comprehensive strategy for teaching students at any particular stage; the elements of TPE 6 are intended merely to *supplement and not replace* the broader range of pedagogical skills and abilities described in the TPEs.

TPE 6B: Developmentally Appropriate Practices in Grades 4-8

During teaching assignments in Grades 4-8, candidates for a teaching credential build on students' command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Candidates design learning activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Candidates develop students' skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students' taking of intellectual risks such as sharing ideas that may include errors. Candidates distinguish between misbehavior and over-enthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

TPE 6C: Developmentally Appropriate Practices in Grades 9-12

During teaching assignments in Grades 9-12, candidates for a Single Subject Teaching Credential establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills. They frequently communicate course goals, requirements, and grading criteria to students and families. They help students to understand connections between the curriculum and life beyond high school, and they communicate the consequences of academic choices in terms of future career, school and life options. Candidates support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on time and completing assignments. They understand adolescence as a period of intense social peer pressure to conform, and they support signs of students' individuality while being sensitive to what being "different" means for high school students.

TPE 7: Teaching English Learners

Candidates for a Teaching Credential know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books.² They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8: Learning about Students

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

TPE 9: Instructional Planning

Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students'

² Teachers are not expected to speak the students' primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students' primary language skills, to support their learning of English and curriculum content.

linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 10: Instructional Time

Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

TPE 11: Social Environment

Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning. They know how to write and implement a student discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

F. DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12: Professional, Legal, and Ethical Obligations

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

TPE 13: Professional Growth

Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.

Appendix B

Knowledge, Skills, and Abilities Assessed on the Crosscultural, Language and Academic Development (CLAD) Examinations

Components of the Current CLAD/BCLAD Exam

Test	Competencies
Test 1: Language Structure and First- and Second-language Development	The sound systems of language (phonology), word formation (morphology), and syntax
	Word meaning (semantics) and language in context
	Oral discourse, written discourse, and language variation
	Theories and models of language, both historical and current, that have implications for second-language development and pedagogy.
	Pedagogical factors affecting first- and second-language development
	Affective factors affecting first- and second-language development
	Cognitive factors affecting first- and second-language development
	Sociocultural and political factors affecting first- and second-language development
Test 2: Methodology of Bilingual, English Language Development, and Content Instruction	Foundations of bilingual education
	Programs for first- and second-language development.
	Instructional strategies.
	Instructional delivery of both English language development (ELD) and specially designed academic instruction delivered in English (SDAIE).
	Language and content area assessment.
Test 3: Culture and Diversity	The nature of culture.
	The content of culture.
	Crosscultural contact and interactions.
	Cultural diversity in the United States and California: Historical and contemporary perspectives.
	Cultural diversity in the United States and California: Migration and immigration.
	Strategies for learning about diverse student cultures and experiences.
	Providing culturally inclusive instruction: Classroom organization and interactions.

**KNOWLEDGE AND SKILL AREAS ASSESSED ON THE
CROSSCULTURAL, LANGUAGE AND ACADEMIC DEVELOPMENT (CLAD®)**

EXAMINATIONS

The knowledge and skill areas assessed on each test are listed below in their reporting subareas. For each reporting subarea, the approximate proportion of the test's scorable multiple-choice items that are included in the subarea is provided. For example, approximately 25% of the scorable items on Test 1 assess knowledge and skill areas 1–3. More detailed information about many of the knowledge and skill areas is provided in the registration bulletin.

Test 1: Language Structure and First- and Second-Language Development

Reporting Subarea I: Knowledge/Skill Areas 1–3 (25%)

- 1 The sound systems of language (phonology), word formation (morphology), and syntax
- 2 Word meaning (semantics) and language in context
- 3 Oral discourse, written discourse, and language variation

Reporting Subarea II: Knowledge/Skill Areas 4–5 (25%)

- 4 Theories and models of language, both historical and current, that have implications for second-language development and pedagogy
- 5 Pedagogical factors affecting first- and second-language development

Reporting Subarea III: Knowledge/Skill Areas 6–7 (25%)

- 6 Affective factors affecting first- and second-language development
- 7 Cognitive factors affecting first- and second-language development

Reporting Subarea IV: Knowledge/Skill Area 8 (25%)

- 8 Sociocultural and political factors affecting first- and second-language development

Test 2: Methodology of Bilingual, English Language Development, and Content Instruction

Reporting Subarea I: Knowledge/Skill Areas 1–3 (25%)

- 9 Foundations of bilingual education
- 10 Programs for first- and second-language development
- 11 Instructional strategies

Reporting Subarea II: Knowledge/Skill Areas 4–5 (30%)

- 12 Instructional delivery for both English language development (ELD) and specially designed academic instruction delivered in English (SDAIE)
- 13 Language and content area assessment

Reporting Subarea III: Knowledge/Skill Areas 6–8 (20%)

- 14 Instruction with a focus on English language development: ESL methods
- 15 Instruction with a focus on English language development: Listening and speaking
- 16 Instruction with a focus on English language development: Literacy

Reporting Subarea IV: Knowledge/Skill Areas 9–11 (25%)

- 17 Instruction with a focus on content area instruction (specially designed academic instruction delivered in English): Goals
- 18 Instruction with a focus on content area instruction (specially designed academic instruction delivered in English): Planning
- 19 Instruction with a focus on content area instruction (specially designed academic instruction delivered in English): Grouping students and use of L1 and L2

Test 3: Culture and Cultural Diversity

Reporting Subarea I: Knowledge/Skill Areas 1–3 (45%)

- 1 The nature of culture
- 2 The content of culture
- 3 Crosscultural contact and interactions

Reporting Subarea II: Knowledge/Skill Areas 4–5 (20%)

- 4 Cultural diversity in the United States and California: Historical and contemporary perspectives
- 5 Cultural diversity in the United States and California: Migration and immigration

Reporting Subarea III: Knowledge/Skill Areas 6–9 (35%)

- 6 Strategies for learning about diverse student cultures and experiences
- 7 Providing culturally inclusive instruction: Classroom organization and interactions
- 8 Providing culturally inclusive instruction: Curriculum and instructional strategies
- 9 Providing culturally inclusive instruction: Roles of families and community resources

Appendix C

English Learner Instruction Design Team

and

Bias Review Committee Members

English Learner Instruction Design Team

Name	Position	Affiliation
Estella M. Acosta	• Director of Bilingual Teacher Training Program	Orange County Department of Education
Elena Arriola-Freeman	• Director of Bilingual Teacher Training Program (Retired)	Los Angeles County Office of Education
Esther Bousquet	• Bilingual 2 nd grade teacher	Truckee Elementary School, Tahoe-Truckee Unified School District
Suzanne Charlton, Ph.D.	• CLAD/BCLAD Coordinator	University of California, Irvine
Rosita Galang, Ph.D.	• Director of Teacher Education; • Professor, International and Multicultural Education Department	University of San Francisco
Ann Lippincott, Ph.D.	• Coordinator of Bilingual Teacher Education	University of California, Santa Barbara
Ping Liu, Ph.D.	• Coordinator of Asian BCLAD Consortium; • Associate Professor of Education	California State University, Long Beach
Claudia Lockwood	• Director of Bilingual Teacher Training Program	San Joaquin County Office of Education
Barbara Merino, Ph.D.	• Director of Teacher Education; • Professor, School of Education and Committee on Linguistics	University of California, Davis
KimOanh Nguyen-Lam, Ph.D.	• Director of Title III Project, Center for Language Minority Education and Research	California State University, Long Beach
Meylin Ortega-Scollon	• Principal	Abbott Elementary School, Lynwood Unified School District
Clara Park, Ph.D.	• Professor of Education; • Director of Bilingual Teacher Education Project	California State University, Northridge
Magdalena Ruz Gonzalez	• Curriculum Coordinator for Language Arts, Literacy and Biliteracy	San Bernardino County Office of Education
Heather Sellens, Ed.D.	• Instructor for SB 395 ELD/SDAIE and Language/Literacy courses	California State University, Sacramento
Robert Takashi Oguro	• Director of Master Plan Teacher Training Program (Administrator for district language acquisition, CLAD/BCLAD Exam training, and SB 395 classes)	Los Angeles Unified School District

California Teacher of English Learner (CTEL)

Bias Review Committee

July 14, 2004

Name	Position	Institution
Wanda Baral	Elementary Teacher	Ocean View School District
Ginna Barreda	Science Teacher	Norwood Junior High School
Mayrene Bates	Assistant Superintendent, Retired	Solano County Office of Education
Otis T. Funches	Vice Principal, Retired	Lodi Unified School District
Marvin N. Inmon	Teacher	Anaheim City School District
Robin Porter	Music Educator	Rialto Unified School District
Benjamin J. Reddish	Guidance Chairperson/ Counseling Supervisor	Stockton Unit School District
Ronald L. Ruiz	Teacher	West Sonoma County Union High School District
Russell Young	Professor	San Diego State University

Appendix D

Planning Document for Content Validation Survey

Planning Document for the Content Validation Survey

California Teacher of English Learners (CTEL)TM

Prepared for:

California Commission on Teacher Credentialing
Sacramento, California

September 2004

This document is a working draft that includes some materials that are test secure and/or confidential for other reasons. It should not be circulated to unauthorized persons. Neither National Evaluation Systems, Inc. (NES®), nor the California Commission on Teacher Credentialing is committed to any of the statements or positions set forth herein. The information in this document is for discussion purposes and is subject to change. Any changes will fully supersede the information contained in this draft.

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Content Validation Survey Plan

OVERVIEW

Background

The California Commission on Teacher Credentialing (CCTC), in conjunction with California educators and National Evaluation Systems, Inc. (NES®), is developing (1) a testing program for teachers seeking a California Teacher of English Learners (CTEL) certificate to provide instruction to English Learners, and (2) Program Standards for California institutions preparing teachers to provide instruction to English Learners.

The test development process involves the following steps:

- Preparation of Knowledge, Skills, and Abilities (KSAs)
- Preparation of Program Standards
- Content Validation Survey of the Knowledge, Skills, and Abilities
- Content Validation of Program Standards
- Item Development and Review
- Field Testing
- Standard Setting

The test development steps are designed to ensure that the resulting tests and Program Standards are: consistent with California public school practices and curricula for providing instruction to English Learners; aligned with California K-12 student academic content standards and curriculum frameworks, SB 2042/AB 1059 teacher preparation Program Standards, and teacher performance expectations; reflective of knowledge and skills judged important for California public school teachers to have in order to provide instruction to English Learners; accurate and valid; and free from bias.

The Knowledge, Skills, and Abilities (KSAs) will serve as the foundation for examinations for candidates who already earned a Ryan Multiple/Single Subject or other appropriate teaching credential but who have not yet demonstrated knowledge of instruction of English Learners. The KSAs will also serve as the foundation for the Program Standards for CCTC-approved programs (including teacher preparation programs at institutions of higher education and BTTP programs) preparing teachers to provide instruction to English Learners in California public schools. The KSAs include domains, competencies, and descriptive statements.

Purpose of the Content Validation Survey

The purpose of the content validation survey is to obtain judgments from California educators about the importance of the draft KSAs of the CTET test to the job of a **teacher providing instruction to** English learners in a California public school. In addition to collecting judgments regarding the importance of each of the 140 descriptive statements that comprise the KSAs, input will also be sought regarding the overall comprehensiveness of the KSAs.

The results of the survey will inform the Bias Review Committee and the English Learner Instruction Design Team (ELIDT) as they make recommendations to the CCTC regarding the knowledge and skills to be included on the California Teacher of English Learners (CTEL) test and the program standards.

NES will prepare survey instruments for two populations of California educators:

1. public school teachers
2. teacher educators

Public School Teacher Sample

NES will randomly sample California public school teachers who have experience providing instruction to English Learners to participate in the content validation survey. NES will sample up to 900 public school teachers at both elementary and secondary levels.

California public schools will be randomly selected from the California Basic Educational Data System (CBEDS) data files, available on the California Department of Education (DOE) Web site. Within each sampled school, all eligible teachers will be sampled.

To be eligible to participate in the Content Validation Survey, teachers must be certified to teach English Learners in California public schools, and be currently providing, or have provided within the previous two years, instruction in a California public school to students that include one or more English Learners.

Teacher Educator Sample

Surveys will be distributed to approximately 300 teacher educators at CCTC-approved teacher preparation programs at each of the 14 BTTP programs and sampled public and private institutions of higher education throughout the state. Within each sampled program or institution all eligible teacher educators will be sampled.

To be eligible to participate in the Content Validation Survey, teacher educators must be currently teaching, or have taught, within the previous two years, one or more courses that prepare teachers to provide instruction to English Learners in California public schools.

SURVEY MATERIALS

Survey Instruments

The survey instrument for the teacher and teacher educator samples will be similar in format. Each instrument will contain the following sections: general directions, eligibility question, background information questions, descriptive statement ratings, and overall completeness ratings. A separate response form and comments form will be provided to each respondent.

General directions. At the beginning of the survey document, NES will provide general directions for completing the survey. These will include how to complete the survey response form, how to make comments, and how to return materials. The confidentiality of responses will also be explained.

Eligibility question. Respondents will be asked a question to verify their eligibility to participate. If they answer “no” to the qualifying question, they will be instructed to stop and return all materials to NES.

Teacher eligibility question:

Do you hold a certification that authorizes you to teach English Learners in California public schools and have you done so within the last two years?

A. Yes B. No

Teacher educator eligibility question:

Are you currently teaching, or have you taught in the previous two years, one or more courses that prepare teachers to provide instruction to English Learners in California public schools?

A. Yes B. No

Background information questions. Respondents will also be asked a set of background questions. Included will be questions regarding gender, race/ethnicity, years of experience, and level of education. Responses to their questions will be summarized in demographic reports for the purpose of describing the sample responding to the survey.

Teacher background questions:

1. What certification do you currently hold to teach English Learners in California public schools? (if more than one, fill in only the most recent)
 - A. Multiple/Single Subject Credential with an English Learner authorization, CLAD Certification, or LDS Certificate
 - B. BCLAD or BCC Certification
 - C. SB 1969 or SB 395 Certificate
 - D. Other California public school authorization for teaching English Learners (e.g., supplementary authorization in ESL, Bilingual Crosscultural Specialist Credential, employment authorization, etc.)
2. Counting this year, how many years have you served as a teacher in California public schools?
 - A. 1-2 years
 - B. 3-5 years
 - C. 6-10 years
 - D. 11 or more years
3. Approximately what percentage of your current students are English learners (that is, students whose primary language is not English)?
 - A. 0-25%
 - B. 26-50%
 - C. 51-75%
 - D. 76-100%
4. At what grade level(s) are you currently working (fill in all that apply)?
 - A. Elementary
 - B. Middle/Junior High
 - C. High School
 - D. Other

5. What is the highest level of education you have attained?
- A. Bachelor's degree
 - B. Bachelor's degree and additional credits
 - C. Master's degree
 - D. Master's degree and additional credits
 - E. Doctorate
6. Which of the following best describes your ethnic background?
- A. American Indian or Alaska Native
 - B. Asian
 - C. Pacific Islander
 - D. Filipino
 - E. Hispanic or Latino
 - F. African American, not Hispanic
 - G. White, not Hispanic
7. What is your gender?
- A. Male
 - B. Female

Teacher educator background questions:

1. Counting this year, how many years have you served as a post-secondary faculty member?
- A. 1-2 years
 - B. 3-5 years
 - C. 6-10 years
 - D. 11 or more years
2. Counting this year, how many years have you been teaching one or more courses that prepare teachers to provide instruction to English Learners in California public schools?
- A. 1-2 years
 - B. 3-5 years
 - C. 6-10 years
 - D. 11 or more years
3. Which of the following best describes your ethnic background?
- A. American Indian or Alaska Native
 - B. Asian
 - C. Pacific Islander
 - D. Filipino
 - E. Hispanic or Latino
 - F. African American, not Hispanic
 - G. White, not Hispanic
4. What is your gender?
- A. Male
 - B. Female

Descriptive statement ratings. Respondents will be given instructions for rating the descriptive statements. The samples of teachers and teacher educators will both be asked to rate each descriptive statement by answering the following question.

“How important are the knowledge, skills, and abilities described in this statement for performing the job of a California public school teacher providing instruction to one or more English Learners?”

Respondents will be asked to rate each descriptive statement on the following four-point scale:

- 1 = not needed
- 2 = somewhat important
- 3 = important
- 4 = essential

Respondents who rate any descriptive statement a 1 or a 2 will be asked to provide the reason for the rating on the comment form provided.

Overall completeness rating. Respondents will be asked to provide information about the overall completeness of the Knowledge, Skills, and Abilities (KSAs) for the California Teacher of English Learners (CTEL) program. The following question will be asked regarding overall completeness:

“To what extent does the set of statements as a whole reflect the knowledge, skills, and abilities that are needed for effective job performance by a California public school teacher providing instruction to one or more English Learners?”

Respondents will be asked to provide a rating on the following four-point scale:

- 1 = not needed
- 2 = somewhat important
- 3 = important
- 4 = essential

Respondents who provide a rating of 1 or a 2 will be asked to provide the reason for the rating on the comment form provided. Respondents will also be asked to indicate on the comments form any content that they feel is missing from the set of descriptive statements.

Response form. Each respondent will receive an optically scannable response form on which to record responses to the survey. A unique barcode will be pre-printed on each survey response form identifying the population (teacher or teacher educator), the school/institution, and a unique respondent number. The barcode will allow NES to verify that responses are received from schools/institutions sampled, and that only one response per booklet is processed. Respondents will record their responses to the background questions and their ratings on this form.

Comment form. Each respondent will receive a comment form with the response form. Respondents will be asked to provide a comment if: 1) their rating is a 1 or 2 for any descriptive statement, 2) their rating is a 1 or 2 for the overall completeness question, or 3) they feel that important content is missing from the set of descriptive statements.

SURVEY DISTRIBUTION AND COLLECTION

Teachers

The distribution and collection of the content validation surveys for teachers will be accomplished as described below.

Survey mailing. Surveys for public school teacher populations will be sent to school principal offices for distribution to eligible teachers in their schools according to the guidelines provided. The contacts will be asked to indicate the number of surveys distributed on a Survey Distribution List and to return the Survey Distribution List to NES in the postage paid envelope provided. Each selected teacher will receive a packet containing the survey form; a cover letter, a response form, a comment form, and a postpaid return envelope for returning materials directly to NES. The cover letter will provide background information regarding the CTET program, describe the purpose of the survey, provide instructions for completing and returning the materials, provide a deadline for returning surveys, and emphasize the importance of participation and the confidentiality of responses.

Follow-up. Approximately three weeks after the initial survey distribution, NES will make follow-up contact with school principals at schools with no responses received to ensure that survey materials were distributed.

Teacher Educators

The distribution and collection of surveys for teacher educators will be accomplished as described below.

Survey mailing. NES will send the survey materials to contact persons at BTTP programs and institutions. The cover letter will ask the contacts to identify and distribute the survey packets to appropriate individuals according to the guidelines provided. The contacts will be asked to indicate the number of surveys distributed on a Survey Distribution List and to return the Survey Distribution List to NES in the postage paid envelope provided.

A packet of materials will be provided for each sampled teacher educator, including the survey form, a cover letter, a response form, a comment form, and a postpaid return envelope for returning materials directly to NES. The cover letter will provide background information regarding the CTET program, describe the purpose of the survey, provide instructions for completing and returning the materials, provide a deadline for returning surveys, and emphasize the importance of participation and the confidentiality of responses.

Follow-up. Approximately three weeks after the initial survey distribution, NES will make follow-up contact with contact persons at the BTTP programs and institutions with no responses received to ensure that survey materials were distributed.

DATA ANALYSIS

Data Preparation

NES will check the scannable forms for conditions that might interfere with the analyses: stray marks, lightly or improperly gridded responses; incomplete erasures; and rips, bent corners, holes, staples, folds, etc. NES will correct these conditions, where possible, before scanning. NES will also run a number of checks of the scanning and analysis software.

Response Rates

Each returned survey will be categorized as *eligible*, *ineligible* (answered no to eligibility questions), or *not used* (completely blank). The response rate will be calculated as the number of eligible returns divided by the total number of survey forms sent less the number of unused and ineligible returns.

Reports

NES will analyze the data and produce results reports for the two samples – teachers and teacher educators. NES will produce two types of reports for each sample: (1) demographic summary reports, which will describe the demographics of the respondent pool, and (2) rating summary reports, which will summarize the ratings given by respondents. As part of the rating summary reports, NES will produce comparison reports for the teacher sample, which will indicate the ratings by subgroup (e.g., African American, Latino, White). These reports are described in further detail below.

Demographic summary. NES will generate frequency distributions for the background information questions included in the survey booklet. These distributions will include the following:

1. *absolute frequencies* – the number of individuals selecting each response option, including nonresponses (blanks).
2. *relative percents* – the percent of individuals selecting each response option, including nonresponses, rounded to one decimal place.
3. *adjusted percents* – the percent of individuals selecting each response option, excluding nonresponses, rounded to one decimal place.

Descriptive statement rating summary. Respondents will rate each descriptive statement on a scale of 1-4. The rating summary reports will summarize the ratings given by respondents to each descriptive statement. The report will provide the following information for each descriptive statement:

1. number of respondents
2. arithmetic mean of descriptive statement ratings, rounded to two decimal places.
3. standard deviation of ratings, rounded to two decimal places
4. standard error of the mean, rounded to two decimal places.
5. distribution of responses in percents for each response option (1-4) and no response.

The report will also provide a grand mean, standard deviation, and standard error across all descriptive statements.

Overall completeness rating summary. Respondents will answer a question about the overall completeness of the set of descriptive statements regarding the knowledge, skills, and abilities of the CTEL test. Reports will be provided as described below.

1. number of respondents
2. arithmetic mean of ratings, rounded to two decimal places.
3. standard deviation of ratings, rounded to two decimal places
4. standard error of the mean, rounded to two decimal places.
5. distribution of responses in percents for each response option (1-4) and no response.

Comparison report. NES will produce a comparison report for the teacher sample. This report will list mean importance ratings of each descriptive statement by subgroup (e.g., African-American, Latino, White) according to self-reported information from the survey.

This report will flag any descriptive statement that produces statistically significant results when comparing mean objective ratings of any subgroup of educators (e.g., African Americans) with the total group minus the subgroup AND where the mean importance rating for the subgroup is below 2.5 on the 1-4 scale. Statistical significance of group differences in ratings will be reported only for subgroups with 25 or more respondents.

Comments. A separate comments form with two sections as described below will be provided to each respondent. NES will review and discuss with CCTC the comments provided by respondents as follows.

Descriptive statement comments. Respondents will be asked to provide a comment for any descriptive statement rated a 1 or 2 in response to the following question: *“How important are the knowledge, skills, and abilities described in this statement for performing the job of a California public school teacher providing instruction to one or more English Learners?”* Respondents may also use this section to make any comments regarding any descriptive statement. Comments will be reviewed for each descriptive statement in conjunction with the rating data for that descriptive statement.

Overall completeness comments. Respondents will be asked to provide a comment if they rate the following question a 1 or 2, *“To what extent does the set of statements as a whole reflect the knowledge, skills, and abilities that are needed for effective job performance by a California public school teacher providing instruction to one or more English Learners?”* Respondents will also be asked to provide a comment if they feel that important content is missing from the set of descriptive statements. Comments regarding overall completeness and missing content will be reviewed in conjunction with the rating data for the overall completeness question.

REVIEW OF RESULTS

NES will provide data reports and other information regarding the content validation survey to CCTC staff for review and discussion. Results from the survey will be used by CCTC staff and the English Learner Instruction Design Team (ELIDT) to finalize the KSAs.

Timeline

The timeline for key activities for the Content Validation Survey for the CTET Knowledge, Skills, and Abilities is provided below.

Task	Schedule
Mail survey	Week of September 20
Return date for surveys	October 15, 2004
NES/CCTC review of survey data	November 15-19, 2004
BRC review	January 11, 2005
ELIDT KSA Validity Study Results Review Meeting	January 12-13, 2005

Appendix E

Content Validation Survey and Survey Results for the California Teacher of English Learners (CTEL) Examination

Summary of Content Validation Survey Results

One of the sources of information used to establish the validity of the California Teacher of English Learners (CTEL) Knowledge, Skills, and Abilities (KSAs) was a statewide survey of the preliminary set of KSAs developed by the English Learner Instruction Design Team (ELIDT). These surveys were distributed to representative samples of public school teachers throughout California and to teacher educators at California institutions of higher education and Bilingual Teacher Training Programs (BTTP).

To be eligible to participate in the survey, teachers were required to be certified to teach English learners in California public schools, and to be currently providing, or had provided within the previous two years, instruction to students that included one or more English learners. Teacher educators were required to be currently teaching, or to have taught within the previous two years, one or more courses that prepare teachers to provide instruction to English learners in California public schools.

Respondents were asked to provide a rating for each of the 140 descriptive statements of the CTETL KSAs in response to the following question: *“How important are the knowledge, skills, and abilities described in this statement for performing the job of a California public school teacher providing instruction to one or more English learners?”*

At the end of the survey, respondents were asked to provide a rating for the overall completeness of the CTETL KSAs in response to the following question: *“To what extent does the set of statements as a whole reflect the knowledge, skills, and abilities that are needed for effective job performance by a California public school teacher providing instruction to one or more English learners?”*

The respondents rated each of the KSA descriptive statements on a 1 to 4 scale. These ratings were used to decide if each KSA descriptive statement was important and should be assessed by the CTETL examination. Statements with mean ratings of 2.5 and above were deemed to have met this criterion. A mean rating of less than 2.5 indicated that a statement required further consideration regarding whether or not to include it in the final approved set of KSA descriptive statements eligible to be assessed by the CTETL examination. All of the ratings were well above the 2.5 criterion.

The tables on the following pages summarize the results of the content validation surveys. Mean ratings are presented for 133 educators from California public schools and for 113 educators from California teacher preparation programs. A comparison of the characteristics of each sample of respondents to their respective populations showed that the respondents were representative on a number of demographic characteristics. These included, for the teacher sample and population, gender, ethnicity, and teaching level (elementary versus secondary). For the teacher preparation sample and population, these characteristics included public versus private institution, BTTP versus IHE, and geographic location throughout the state.

In addition, statistical comparisons were conducted for survey respondent groups of sufficient size (at least 25) to determine if any group means were less than 2.5 and significantly lower than the ratings for others. For public school teachers, these group comparisons were conducted for Hispanics versus all others. For teacher preparation faculty, these comparisons were conducted for Hispanics versus all others and for Females versus Males. None of the KSAs required further review as a result of these group comparisons.

Finally, the samples of public school educators and teacher preparation faculty rated the overall completeness of the set of KSAs. The results for the overall completeness question appear following the results for the 140 descriptive statements. The results show that both groups of respondents confirmed that the KSAs were complete and appropriate for use on the CTETL examination.

California Teacher of English Learners (CTEL)
Content Validation Survey - Fall 2004
Demographic Summary Report
Public School Teachers

Survey Question	Percent
1. Do you hold certification that authorizes you to teach English Learners in California public schools and have your done so within the past 2 years?	
Yes	100.0%
No	.0%
2. What certification do you currently hold to teacher English Learners in California public schools?	
Multiple/Single Subject Credential with an English Learner authorization, CLAD Certification, or LDS Certification	69.9%
BCLAD or BCC Certification	14.3%
SB 1969 or SB 395 Certificate	12.8%
Other California public school authorization for teaching English Learners (e.g., supplementary authorization in ESL, Bilingual Crosscultural Specialist Credential, employment authorization, etc.)	3.0%
3. How many years have your served as a teacher in California public schools?	
1-2 year(s)	5.3%
3-5 years	18.0%
6-10 years	30.8%
11 or more years	45.9%
4. Approximately what percentage of your current students are English Learners?	
0-25%	41.4%
26-50%	27.1%
51-75%	17.3%
76-100%	14.3%
5. At what grade level(s) are you currently working?	
Elementary	58.6%
Middle/Junior High	30.8%
High School	10.5%
Other	1.5%
6. What is the highest level of education your have attained?	
Bachelor's degree	.8%
Bachelor's degree and additional credits	59.1%
Master's degree	15.9%
Master's degree and additional credits	24.2%
Doctorate	.0%

California Teacher of English Learners (CTEL)
Content Validation Survey - Fall 2004

Demographic Summary Report
Public School Teachers

Survey Question	Percent
7. Which of the following best describes your ethnic background?	
American Indian or Alaska Native	.0%
Asian	6.9%
Pacific Islander	.0%
Filipino	.8%
Hispanic or Latino	20.0%
African American, not Hispanic	1.5%
White, not Hispanic	70.8%
8. What is your gender?	
Male	17.6%
Female	82.4%

California Teacher of English Learners (CTEL)
Content Validation Survey - Fall 2004
Demographic Summary Report
Teacher Preparation Personnel

Survey Question	Percent
1. Are you currently teaching, or have you taught, within the previous two years, one or more courses that prepare teachers to provide instruction to English Learners in California public schools?	
Yes	100.0%
No	.0%
2. How many years have you served as a post-secondary faculty member?	
1-2 year(s)	10.6%
3-5 years	23.9%
6-10 years	33.6%
11 or more years	31.9%
3. How many years have you been teaching one or more courses that prepare teachers to provide instruction to English Learners in California public schools?	
1-2 years	15.0%
3-5 years	28.3%
6-10 years	30.1%
11 or more years	26.5%
4. Which of the following best describes your ethnic background?	
American Indian or Alaska Native	1.8%
Asian	6.4%
Pacific Islander	.0%
Filipino	.0%
Hispanic or Latino	34.9%
African American, not Hispanic	3.7%
White, not Hispanic	53.2%
5. What is your gender?	
Male	23.2%
Female	76.8%

California Teacher of English Learners (CTEL)
Knowledge, Skills, and Abilities
Content Validation Survey Results
Summary of Mean Ratings

January 2005

Domain: Language Structure and Use

Number	Public School (N=133)	Teacher Preparation (N=113)
Phonology and Morphology		
1	3.36	3.26
2	3.34	3.34
3	3.37	3.25
4	3.41	3.54
5	3.22	3.50
6	3.16	3.04
Syntax and Semantics		
7	3.54	3.42
8	3.47	3.49
9	3.24	3.50
10	3.44	3.50
11	3.47	3.67
12	3.42	3.45
13	3.21	3.16
Language Functions and Variation		
14	3.19	3.36
15	3.37	3.57
16	2.94	3.11
17	3.05	3.10
18	3.09	3.03
19	3.40	3.81
20	3.21	3.24
Discourse		
21	3.24	3.32
22	3.28	3.35
23	3.30	3.53
24	3.18	3.39
25	3.37	3.68
26	3.27	3.26
Pragmatics		
27	3.19	3.44
28	3.13	3.33
29	3.11	3.36
30	3.20	3.64
31	3.14	3.52
32	3.13	3.15

California Teacher of English Learners (CTEL)
Knowledge, Skills, and Abilities
Content Validation Survey Results
Summary of Mean Ratings

January 2005

Domain: First- and Second-Language Development and Their Relationship to Academic

Number	Public School (N=133)	Teacher Preparation (N=113)
Theories, Processes, and Stages of Language Acquisition		
33	3.00	3.34
34	3.18	3.37
35	3.36	3.72
Theories, Models, and Processes of Second-Language Acquisition		
36	3.16	3.68
37	3.38	3.62
38	3.46	3.66
Cognitive, Linguistic, and Physical Factors Affecting Language Development		
39	3.43	3.66
40	3.40	3.79
Affective Factors Affecting Language Development		
41	3.46	3.76
42	3.51	3.78
Sociocultural and Political Factors Affecting Language Development		
43	3.27	3.58
44	3.28	3.62

California Teacher of English Learners (CTEL)
Knowledge, Skills, and Abilities
Content Validation Survey Results
Summary of Mean Ratings

January 2005

Domain: Assessment of English Learners

Number	Public School (N=133)	Teacher Preparation (N=113)
Principles of Standards-Based Assessment and Instruction		
45	3.44	3.65
46	3.52	3.80
47	3.29	3.53
48	3.49	3.73
Role, Purposes, and Types of Assessment		
49	3.38	3.65
50	3.20	3.28
51	3.16	3.35
52	3.38	3.66
53	3.43	3.80
54	3.27	3.48
Language and Content-Area Assessment		
55	3.38	3.46
56	3.38	3.51
57	3.45	3.77
58	3.52	3.81

California Teacher of English Learners (CTEL)
Knowledge, Skills, and Abilities
Content Validation Survey Results
Summary of Mean Ratings

January 2005

Domain: Foundations of English Language/Literacy Development and Content

Number	Public School (N=133)	Teacher Preparation (N=113)
Foundations of Programs for English Learners		
59	2.83	3.09
60	3.07	3.21
61	2.85	3.19
62	3.30	3.63
63	3.17	3.58
64	3.08	3.33
65	3.13	3.46
66	3.43	3.68
67	3.31	3.57
68	3.24	3.58
69	3.27	3.45
Foundations of English Language Literacy		
70	3.51	3.73
71	3.43	3.66
72	3.56	3.83
73	3.57	3.86
Instructional Planning and Organization for ELD and SDAIE		
74	3.50	3.75
75	3.52	3.77
76	3.45	3.71
77	3.50	3.75
78	3.48	3.70
79	3.45	3.47
80	3.44	3.58
Components of Effective Instructional Delivery in ELD and SDAIE		
81	3.27	3.54
82	3.61	3.86
83	3.54	3.70
84	3.59	3.80
85	3.40	3.50
86	3.34	3.49
Effective Resource Use in ELD and SDAIE		
87	3.32	3.67
88	3.36	3.70
89	3.38	3.67
90	3.24	3.25

California Teacher of English Learners (CTEL)
Knowledge, Skills, and Abilities
Content Validation Survey Results
Summary of Mean Ratings

January 2005

Domain: Approaches and Methods for ELD and Content Instruction

Number	Public School (N=133)	Teacher Preparation (N=113)
ELD - Approaches and Methods		
91	3.23	3.48
92	3.35	3.64
93	3.36	3.56
94	3.41	3.69
ELD - Listening and Speaking		
95	3.44	3.55
96	3.44	3.65
97	3.54	3.80
ELD - Reading and Writing		
98	3.39	3.58
99	3.54	3.67
100	3.40	3.57
101	3.30	3.50
102	3.45	3.67
Specially Designed Academic Instruction Delivered in English (SDAIE)		
103	3.56	3.83
104	3.57	3.87
105	3.52	3.78

California Teacher of English Learners (CTEL)
Knowledge, Skills, and Abilities
Content Validation Survey Results
Summary of Mean Ratings

January 2005

Domain: Culture and Cultural Diversity and Their Relationship to Academic

Number	Public School (N=133)	Teacher Preparation (N=113)
Cultural Concepts and Perspectives		
106	3.10	3.27
107	3.10	3.25
108	3.15	3.30
109	3.02	3.38
110	3.14	3.40
111	3.04	3.41
Cultural Contact		
112	3.10	3.27
113	3.13	3.40
114	3.13	3.25
115	3.15	3.38
116	3.19	3.30
Cultural Diversity in California and the United States		
117	2.99	3.14
118	2.96	3.09
119	3.08	3.37
120	3.15	3.50
Crosscultural Interaction		
121	3.36	3.46
122	3.23	3.46
123	3.27	3.52
124	3.15	3.38

California Teacher of English Learners (CTEL)
Knowledge, Skills, and Abilities
Content Validation Survey Results
Summary of Mean Ratings

January 2005

Domain: Culturally Inclusive Instruction

Number	Public School (N=133)	Teacher Preparation (N=113)
The Role of Culture in the Classroom and School		
125	3.27	3.54
126	3.31	3.65
127	3.15	3.49
Culturally Inclusive Learning Environment		
128	3.26	3.58
129	3.49	3.75
130	3.47	3.71
Family and Community Involvement		
131	3.28	3.38
132	3.41	3.58
133	3.27	3.38
134	3.25	3.38
135	3.33	3.48
Culturally Inclusive Curriculum and Instruction		
136	3.07	3.40
137	3.21	3.45
138	3.21	3.57
139	3.26	3.58
140	3.38	3.76

California Teacher of English Learners (CTEL)
Knowledge, Skills, and Abilities

Content Validation Survey Results
Summary of Mean Ratings

January 2005

Overall Completeness of Knowledge, Skills, and Abilities

Number	Public School (N=133)	Teacher Preparation (N=113)
141	3.13	3.58

Appendix F

**Alignment Studies of Knowledge, Skills, and Abilities (KSAs) for the
California Teacher of English Learners (CTEL) Examination to the
English-Language Arts (ELA) Content Standards for California
Public Schools (Kindergarten through Grade Twelve**

The Correlation of English-Language Arts (ELA) Content Standards for California Public Schools (Kindergarten Through Grade Twelve) to CTEL Knowledge, Skills, and Abilities (KSAs) Report was prepared by Joyce Tousey. Ms. Tousey is a NES Item Development Specialist with considerable experience in writing test materials for a variety of fields, including languages other than English, English as a Second Language (ESL), bilingual education, reading, language arts, and pedagogy. Ms. Tousey holds an M.A. in Applied Linguistics (TESL) and Education (Diagnosis and Treatment of Reading Disability) from the University of Michigan and a B.A. in German and History of Art from the same institution. Ms. Tousey has had experience teaching elementary education on a Navajo reservation in Red Mesa, Arizona, with students for whom English is a second language. Ms. Tousey has held a California teaching credential for elementary education and a Reading Specialist credential in Michigan, Arizona, and Massachusetts.

California Teacher of English Learners (CTEL)TM

Alignment of English-Language Arts (ELA) Content Standards for California Public Schools (Kindergarten Through Grade Twelve) to CTEL Knowledge, Skills, and Abilities (KSAs) Report

This report indicates by grade level the CTEL KSAs that address, in whole or in part, each content substrand of the English-Language Arts Content Standards for California Public Schools. Note that each ELA Content Standard is addressed by one or more of CTEL KSA Domains 1, 3, 4, 5, or 6 (Domains 2 and 7 are not included because they address chiefly pedagogical competencies). Some aspects of the CTEL KSAs are matched to some grade levels of the ELA content standards and not others because some content is not explicitly addressed in the ELA standards for some grade levels.

California Teacher of English Learners (CTEL) Domains:

Domain 1: Language Structure and Use

Domain 2: First- and Second-Language Development and Their Relationship to Academic Achievement

Domain 3: Assessment of English Learners

Domain 4: Foundations of English Language/Literacy Development and Content Instruction

Domain 5: Approaches and Methods for ELD and Content Instruction

Domain 6: Culture and Cultural Diversity and Their Relationship to Academic Achievement

Domain 7: Culturally Inclusive Instruction

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS ELA Substrand by Grade Level	CTEL KSA Domain Number						
	1	2	3	4	5	6	7
KINDERGARTEN							
<i>Reading</i>							
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development	X		X		X		
2.0 Reading Comprehension			X		X		
3.0 Literary Response and Analysis					X		
<i>Writing</i>							
1.0 Writing Strategies			X		X		
<i>Written and Oral English Language Conventions</i>							
1.0 Written and Oral English Language Conventions	X		X		X		
<i>Listening and Speaking</i>							
1.0 Listening and Speaking Strategies	X		X		X		
2.0 Speaking Applications (Genres and Their Characteristics)	X		X		X		

California Teacher of English Learners (CTEL)TM

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS ELA Substrand by Grade Level	CTEL KSA Domain Number						
	1	2	3	4	5	6	7
GRADE ONE							
Reading							
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development	X		X		X		
2.0 Reading Comprehension			X		X		
3.0 Literary Response and Analysis			X		X		
Writing							
1.0 Writing Strategies			X		X		
2.0 Writing Applications (Genres and Their Characteristics)	X		X		X		
Written and Oral English Language Conventions							
1.0 Written and Oral English Language Conventions	X		X		X		
Listening and Speaking							
1.0 Listening and Speaking Strategies	X		X		X		
2.0 Speaking Applications (Genres and Their Characteristics)	X		X		X		
GRADE TWO							
Reading							
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development	X		X		X		
2.0 Reading Comprehension			X		X		
3.0 Literary Response and Analysis			X		X	X	
Writing							
1.0 Writing Strategies	X		X		X		
2.0 Writing Applications (Genres and Their Characteristics)	X		X		X		
Written and Oral English Language Conventions							
1.0 Written and Oral English Language Conventions	X		X		X		
Listening and Speaking							
1.0 Listening and Speaking Strategies	X		X		X	X	
2.0 Speaking Applications (Genres and Their Characteristics)	X		X		X		

California Teacher of English Learners (CTEL)TM

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS ELA Substrand by Grade Level	CTEL KSA Domain Number						
	1	2	3	4	5	6	7

GRADE THREE								
Reading								
1.0	Word Analysis, Fluency, and Systematic Vocabulary Development	X		X		X		
2.0	Reading Comprehension			X		X		
3.0	Literary Response and Analysis			X		X	X	
Writing								
1.0	Writing Strategies	X		X		X		
2.0	Writing Applications (Genres and Their Characteristics)	X		X		X		
Written and Oral English Language Conventions								
1.0	Written and Oral English Language Conventions	X		X		X		
Listening and Speaking								
1.0	Listening and Speaking Strategies	X		X		X	X	
2.0	Speaking Applications (Genres and Their Characteristics)	X		X		X		
GRADE FOUR								
Reading								
1.0	Word Analysis, Fluency, and Systematic Vocabulary Development	X		X		X		
2.0	Reading Comprehension			X		X		
3.0	Literary Response and Analysis	X		X		X	X	
Writing								
1.0	Writing Strategies	X		X	X	X	X	
2.0	Writing Applications (Genres and Their Characteristics)	X		X		X		
Written and Oral English Language Conventions								
1.0	Written and Oral English Language Conventions	X		X		X		
Listening and Speaking								
1.0	Listening and Speaking Strategies	X		X		X	X	
2.0	Speaking Applications (Genres and Their Characteristics)	X		X		X		
California Teacher of English Learners (CTEL)™								
ENGLISH-LANGUAGE ARTS CONTENT STANDARDS ELA Substrand by Grade Level		CTEL KSA Domain Number						
		1	2	3	4	5	6	7
GRADE FIVE								
Reading								

1.0	Word Analysis, Fluency, and Systematic Vocabulary Development	X		X		X		
2.0	Reading Comprehension (Focus on Informational Materials)	X		X		X		
3.0	Literary Response and Analysis	X		X		X	X	
Writing								
1.0	Writing Strategies	X		X	X	X		
2.0	Writing Applications (Genres and Their Characteristics)	X		X		X	X	
Written and Oral English Language Conventions								
1.0	Written and Oral English Language Conventions	X		X		X		
Listening and Speaking								
1.0	Listening and Speaking Strategies	X		X		X	X	
2.0	Speaking Applications (Genres and Their Characteristics)	X		X		X		
GRADE SIX								
Reading								
1.0	Word Analysis, Fluency, and Systematic Vocabulary Development	X		X		X		
2.0	Reading Comprehension (Focus on Informational Materials)			X		X		
3.0	Literary Response and Analysis	X		X		X		
Writing								
1.0	Writing Strategies	X		X	X	X	X	
2.0	Writing Applications (Genres and Their Characteristics)	X		X		X		
Written and Oral English Language Conventions								
1.0	Written and Oral English Language Conventions	X		X		X		
Listening and Speaking								
1.0	Listening and Speaking Strategies	X		X		X	X	
2.0	Speaking Applications (Genres and Their Characteristics)	X		X		X		

California Teacher of English Learners (CTEL)TM

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS ELA Substrand by Grade Level		CTEL KSA Domain Number						
		1	2	3	4	5	6	7
GRADE SEVEN								
Reading								
1.0	Word Analysis, Fluency, and Systematic Vocabulary Development	X		X		X		
2.0	Reading Comprehension (Focus on Informational Materials)	X		X		X		

3.0 Literary Response and Analysis	X		X		X		
Writing							
1.0 Writing Strategies	X		X	X	X		
2.0 Writing Applications (Genres and Their Characteristics)	X		X		X		
Written and Oral English Language Conventions							
1.0 Written and Oral English Language Conventions	X		X		X		
Listening and Speaking							
1.0 Listening and Speaking Strategies	X		X		X	X	
2.0 Speaking Applications (Genres and Their Characteristics)	X		X		X		
GRADE EIGHT							
Reading							
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development	X		X		X		
2.0 Reading Comprehension (Focus on Informational Materials)	X		X		X		
3.0 Literary Response and Analysis	X		X		X	X	
Writing							
1.0 Writing Strategies	X		X	X	X		
2.0 Writing Applications (Genres and Their Characteristics)	X		X		X	X	
Written and Oral English Language Conventions							
1.0 Written and Oral English Language Conventions	X		X		X		
Listening and Speaking							
1.0 Listening and Speaking Strategies	X		X		X	X	
2.0 Speaking Applications (Genres and Their Characteristics)	X		X		X		

California Teacher of English Learners (CTEL)TM

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS ELA Substrand by Grade Level	CTEL KSA Domain Number						
	1	2	3	4	5	6	7
GRADES NINE AND TEN							
Reading							
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development	X		X		X		
2.0 Reading Comprehension (Focus on Informational Materials)	X		X		X		
3.0 Literary Response and Analysis	X		X		X		
Writing							
1.0 Writing Strategies	X		X	X	X		
2.0 Writing Applications (Genres and Their Characteristics)	X		X		X	X	
Written and Oral English Language Conventions							
1.0 Written and Oral English Language Conventions	X		X		X		
Listening and Speaking							
1.0 Listening and Speaking Strategies	X		X		X	X	
2.0 Speaking Applications (Genres and Their Characteristics)	X		X		X		
GRADES ELEVEN AND TWELVE							
Reading							
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development	X		X		X		
2.0 Reading Comprehension (Focus on Informational Materials)	X		X		X		
3.0 Literary Response and Analysis	X		X		X	X	
Writing							
1.0 Writing Strategies	X		X	X	X		
2.0 Writing Applications (Genres and Their Characteristics)	X		X		X	X	
Written and Oral English Language Conventions							
1.0 Written and Oral English Language Conventions	X		X		X		
Listening and Speaking							
1.0 Listening and Speaking Strategies	X		X		X	X	
2.0 Speaking Applications (Genres and Their Characteristics)	X		X		X		

In this section you will answer the following question regarding the set of Knowledge, Skills, and Abilities (KSAs) presented in the set of numbered statements on the previous pages.

141. ➡ To what extent does the set of statements as a whole reflect the knowledge, skills, and abilities that are needed for effective job performance by a California public school teacher providing instruction to one or more English Learners?

1 = not needed 2 = somewhat important 3 = important 4 = essential

Please select one rating and indicate your response on line 141 of the Survey Response Form in **Section II: Ratings**. If your rating is a 1 or 2 for this question, please indicate your reason(s) in the space provided on the separate Comments Form. You should also use the Comments Form if you think any critical knowledge or skill areas are missing from the numbered statements.

Thank you for completing this survey.

Please return this BOOKLET, your SURVEY RESPONSE FORM, and the COMMENT FORM in the postage-paid envelope to National Evaluation Systems, Inc., P.O. Box 226, Amherst, Massachusetts 01004.

Appendix G

Revised Proposed Knowledge, Skills, and Abilities (KSAs) for the California Teacher of English Learners (CTEL) Examination

SUBTEST: LANGUAGE AND LANGUAGE DEVELOPMENT

CALIFORNIA TEACHER OF ENGLISH LEARNERS (CTEL) EXAMINATION

KNOWLEDGE, SKILLS, AND ABILITIES (KSAs) SUBTEST: LANGUAGE AND LANGUAGE DEVELOPMENT

DOMAIN 1: LANGUAGE STRUCTURE AND USE

001 Phonology and Morphology

- Demonstrate knowledge of features of English phonology (e.g., phonemes, intonation patterns, pitch, modulation), with a focus on features that may inhibit communication for different language groups.
- Analyze how English Learners' aural comprehension and pronunciation may be affected when English words contain phonemes that are unfamiliar to them or that do not transfer positively from the primary language (e.g., digraphs; diphthongs; schwa; initial, medial, and final consonant clusters) and identify strategies for supporting positive transfer from the primary language and for promoting English Learners' auditory discrimination and production of English phonemes (i.e., ability to distinguish, identify, and manipulate phonemes and phonological patterns). Apply knowledge of basic sound patterns in English reading and writing with a focus on helping English Learners avoid interference from their primary language due to nontransferable features.
- Demonstrate knowledge of features of English morphology and principles of English word formation (e.g., morphemes, combining a root and affix, recognizing common roots derived from Greek and Latin that have English cognates, combining two lexical morphemes to create a compound, using inflectional endings), with a focus on English morphemes that may inhibit communication for different language groups.
- Apply knowledge of morphology in order to identify strategies, including word analysis, for promoting relevant aspects of English Learners' language development (e.g., vocabulary, spelling, fluency).
- Demonstrate knowledge of phonological and morphological skills that promote fluent reading and writing. (e.g., organized, systematic, explicit phonics; decoding skills; application of spelling patterns, and sound-symbol codes [orthography]; structural analysis; application of students' prior knowledge of the primary language to promote English language development in reading and writing).
- Apply strategies for identifying and addressing English Learners' difficulties related to phonology and morphology (e.g., applying principles of contrastive analysis to determine differences between the primary language and English, utilizing contrastive analysis resources in California State-adopted Reading/Language Arts/English Language Development [RLA/ELD] programs, using students' prior knowledge of the primary language to promote English language development, applying vocabulary strategies such as context clues, word structure, and apposition to determine the meaning of unknown words).
- Demonstrate the ability to evaluate English Language Development (ELD) programs for adequate attention to the areas of phonology and morphology.

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Deleted: ... • ... Apply knowledge of basic sound patterns in English reading and writing including digraphs, diphthongs, schwa usage, initial, medial and final consonant clusters, with a focus toward helping ELL students avoid interference due to nontransferable features from students home language - organized systematic explicit..., including; direct, ..., ...including ..., ...(...)...utilizing ...Language Development ... [3]

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002 Syntax and Semantics

- Demonstrate knowledge of syntactic classes (e.g., noun, verb, adjective, preposition), syntactic rules in English (e.g., verb tense, subject-verb agreement), and English sentence patterns.
- Apply knowledge of syntactic rules and sentence patterns to provide accurate modeling of English syntax and to promote English Learners' communicative competence.
- Apply strategies for identifying and addressing English Learners' difficulties related to syntax (e.g., locating and using texts to learn about the syntax of English and students' home languages, applying principles of contrastive analysis, utilizing contrastive analysis resources in California State-adopted RLA/ELD programs; using students' prior knowledge of their primary language to promote English language development).
- Analyze English words, phrases, and sentences with respect to meaning (semantics).
- Apply strategies for identifying and addressing difficulties English Learners have with words, phrases, and sentences with respect to semantics (e.g., words with multiple meanings, false cognates, idioms).
- Demonstrate understanding of how to apply knowledge of syntactic and semantic context clues to help determine meaning and resolve language ambiguities.
- Demonstrate the ability to evaluate ELD programs for adequate attention to the areas of syntax and semantics.

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003 Language Functions and Variation

- Demonstrate knowledge of the different social functions of language (e.g., to inform, amuse, control, persuade).
- Demonstrate knowledge of language structures appropriate to specific academic language functions (e.g., describing, defining, explaining, comparing, contrasting, making predictions, persuading) across the content areas.
- Identify different types of variation that occur in a language (e.g., dialects, historical variation, social versus academic language) and demonstrate knowledge of why language variation evolves (e.g., reasons involving geographic, political, cultural, social, and vocational issues).
- Identify factors that influence a speaker's or writer's choice of language variation for a given discourse (e.g., the context or setting of the discourse; the speaker's age, gender, culture, level of education, social class, vocation).
- Apply strategies for identifying and addressing difficulties English Learners may encounter in comprehending regional dialects or other varieties of English.
- Apply strategies for creating an instructional environment that respects English Learners' home language and variety of English.
- Demonstrate the ability to evaluate ELD programs for adequate attention to social and academic language functions.

004 Discourse

- Demonstrate understanding of the way sentences relate to one another to communicate meaning (e.g., conversations, texts).
- Analyze oral and written discourse with respect to cohesion and coherence.

- Identify similarities and differences between language structures used in spoken and in written English and apply strategies for teaching oral- and written-language structures to English Learners.
- Analyze text structures of different genres with respect to their language function (e.g., level of difficulty, featured language structures, writing style, complexity of syntax).
- Apply strategies for promoting English Learners' communicative competence by developing their discourse competence (i.e., ability to engage in oral and written discourse that is fluent, cohesive, and coherent and is responsive to the other participants in a communicative act), including utilizing the speaking and writing rubrics from the California English Language Development Test (CELDT) to identify areas for instructional practice.
- Demonstrate the ability to evaluate ELD programs for adequate attention to developing English Learners' discourse competence appropriate to their assessed English proficiency level.

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005 Pragmatics

- Recognize pragmatic features of oral and written language that influence or convey meaning (e.g., use of formal or informal registers, idiomatic expressions, gestures, eye contact, physical proximity).
- Identify key pragmatic features of various discourse settings in English (e.g., the classroom, a social event, a store, different types of correspondence).
- Identify factors that affect a speaker's or writer's choice of pragmatic features (e.g., cultural and social norms, setting, goals, purpose, participants in a discourse, audience, subject matter).
- Identify strategies for promoting English Learners' communicative competence by developing their verbal and nonverbal sociolinguistic competence (e.g., making the pragmatic features of the school and other settings explicit for English Learners; promoting students' ability to engage in oral and written discourse that is appropriate for a given context, purpose, and audience).
- Apply strategies for identifying and addressing difficulties English Learners have with respect to pragmatics.
- Demonstrate the ability to evaluate ELD programs for adequate attention to developing English Learners' sociolinguistic competence.

DOMAIN 2: FIRST- AND SECOND-LANGUAGE DEVELOPMENT AND THEIR RELATIONSHIP TO ACADEMIC ACHIEVEMENT

006 Theories, Processes, and Stages of Language Acquisition

- Analyze the significance for teaching and learning of contemporary theories of language acquisition.
- Demonstrate knowledge of cognitive processes involved in synthesizing and internalizing language rules (e.g., memorization, categorization, generalization and overgeneralization, metacognition).

- Demonstrate knowledge of similarities and differences between first- and second-language acquisition, including identifying the characteristic features of the stages of first-language acquisition and the proficiency levels of second-language acquisition as identified in the CELDT.

007 Theories, Models, and Processes of Second-Language Acquisition

- Demonstrate understanding of current research-based theories and models of second-language acquisition.
- Demonstrate knowledge of cognitive and social strategies learners use in developing a second language (e.g., repetition, formulaic expressions, elaboration, self-monitoring, appeals for assistance, requests for clarification, role-play).
- Demonstrate understanding that language is acquired in a natural process wherein productive and expressive skills (speaking and writing) are facilitated by the development of receptive skills (listening and reading).

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008 Cognitive, Linguistic, and Physical Factors Affecting Language Development

- Demonstrate knowledge of research-based cognitive, linguistic, and physical factors affecting second-language development (e.g., prior knowledge, cognitive/learning styles, positive and negative language transfer, age, disabilities, lack of formal school experience).
- Analyze the pedagogical implications of cognitive, linguistic, and physical factors for the instruction of English Learners (e.g., with respect to assessing a student's language proficiency level, accessing prior knowledge, scaffolding language tasks, providing opportunities for comprehensible input and output, promoting communicative classroom interactions, monitoring students' progress, providing constructive feedback, building on students' prior knowledge of their primary language to promote English language development).

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009 Affective Factors Affecting Language Development

- Demonstrate knowledge of affective factors affecting second-language development (e.g., motivation, inhibition, attitudes, levels of anxiety and self-esteem, teacher expectations, classroom environment).
- Analyze the pedagogical implications of affective factors for the instruction of English Learners (e.g., with respect to lowering students' affective filters, providing supportive and constructive feedback, creating an inclusive classroom environment, valuing and validating students' home cultures and languages).

010 Sociocultural and Political Factors Affecting Language Development

- Demonstrate knowledge of sociocultural and political factors affecting second-language development (e.g., family expectations, acculturation patterns, value systems, prior educational experiences, school culture and organization, differential status of the primary language or dialect and the target language, language planning and policies, community influences).
- Analyze the pedagogical implications of sociocultural and political factors for the instruction of English Learners and for program organization (e.g., with respect to creating a culturally and linguistically inclusive classroom and school environment, providing culturally and linguistically inclusive instruction, respecting linguistic and cultural differences, promoting family and community involvement, evaluating program organization).

CALIFORNIA TEACHER OF ENGLISH LEARNERS (CTEL) EXAMINATION

KNOWLEDGE, SKILLS, AND ABILITIES (KSAs) SUBTEST: ASSESSMENT AND INSTRUCTION

DOMAIN 1: ASSESSMENT OF ENGLISH LEARNERS

001 Principles of Standards-Based Assessment and Instruction

- Demonstrate understanding of how the California English Language Development (ELD) standards support the English Language Arts (ELA) standards (e.g., as described in the section entitled "Universal Access to the Language Arts Curriculum" in the Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve).
- Apply strategies for ensuring that differentiated, standards-based assessment and instruction address the needs of English Learners (e.g., taking into account the range of English proficiency levels represented in the classroom; providing multiple opportunities to develop English Learners' knowledge, skills, and abilities as outlined in the ELD and content standards; matching the purpose and level of an assessment to an appropriate assessment task; creating an appropriate testing environment; using multiple measures for assessing English Learners' performance with respect to a given standard).
- Demonstrate understanding of how to use formative and summative assessment to design and implement differentiated, standards-based instruction (e.g., Wiggins and McTighe's "backwards" lesson planning, curriculum calibration, curriculum mapping).
- Demonstrate an ability to use ELD and content standards to design and provide differentiated instruction and assessment based on students' assessed English proficiency level.

002 Role, Purposes, and Types of Assessment

- Demonstrate knowledge of State-mandated standardized assessments, including the role and use of data from the California English Language Development Test (CELDT) in designing, monitoring, and refining instruction and in identification, placement, and redesignation/reclassification.
- Demonstrate understanding of the role and purposes of assessment in programs for English Learners (e.g., identification, placement, progress, redesignation/reclassification, diagnosis, instructional planning, program evaluation).
- Demonstrate knowledge of assessment issues related to reliability, validity, and test bias and their significance for English Learners.
- Demonstrate applied knowledge of how to identify and address cultural and linguistic bias in student assessment (e.g., in relation to test administration, established norms, test content) and understand the process by which test developers work to eliminate bias.
- Demonstrate understanding of various types of classroom assessments for English Learners and their purposes, features, and limitations (e.g., textbook assessments, performance-based assessments, curriculum-based assessments, authentic assessments, teacher-made tests).

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- Demonstrate understanding of the importance of selecting and using appropriate classroom assessments (e.g., district benchmarks, textbook assessments, differentiated levels of discussion questions for checking understanding) that enable English Learners to demonstrate their knowledge and skills according to their English proficiency level.

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003 Language and Content-Area Assessment

- Demonstrate knowledge of the characteristics, advantages, and limitations of various informal and formal ELD assessments (i.e., oral-language, reading, and writing assessments) and content-area assessments for English Learners.
- Demonstrate conceptual understanding and applied knowledge of how to interpret and use assessment results in the areas of oral language, reading and writing, and the content areas, including being able to identify student variations in performance that are not related to language acquisition and that may require special attention or referral (e.g., Gifted and Talented Education [GATE], Student Study Team [SST], Special Education, intervention programs).
- Demonstrate an ability to analyze student assessments and assessment results in order to modify and differentiate instruction, to plan strategies for reteaching specific content and/or skills as necessary, and to select or design classroom modifications/interventions to address individual English Learners' needs.
- Apply strategies for differentiating and scaffolding ELD and content-area assessment tasks for English Learners.

DOMAIN 2: FOUNDATIONS OF ENGLISH LANGUAGE/LITERACY DEVELOPMENT AND CONTENT INSTRUCTION

004 Foundations of Programs for English Learners

- Demonstrate understanding of the historical, legal, and legislative foundations of educational programs for English Learners, including federal laws, state laws and policies, judicial decisions, and demographic changes and their effects on educational programs for English Learners (e.g., No Child Left Behind Act of 2001 [NCLB], Title III; Individuals with Disabilities Education Improvement Act of 2004 [IDEA]; Proposition 227; Williams v. State of California).
- Demonstrate knowledge of federal and state requirements for program implementation (e.g., NCLB, Title III; IDEA; Proposition 227; Williams v. State of California).
- Demonstrate understanding of the political foundations of educational programs for English Learners (e.g., views and attitudes about bilingualism, heritage-language movement, English-only movement).
- Demonstrate understanding of basic empowerment issues related to the education of English Learners (e.g., creating a positive affective environment for all students, including English Learners, in the classroom and the school; promoting inclusive parent and community involvement; valuing cultural and linguistic diversity; respecting parent program choices).
- Demonstrate understanding of equity issues related to the education of English Learners (e.g., achievement gap, dropout rates, expulsion and detention rates, retention/promotion, tracking, access to AP classes, segregation, length of program, special education placement, gifted education placement, teacher qualifications, teacher retention, funding and resources).

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- Demonstrate understanding of the impact of district and school philosophies on educational policies and practices for English Learners.
- Demonstrate knowledge of the philosophy/assumptions, characteristics (e.g., placement and exit criteria, program length, class composition, language components), and research on the effectiveness of various types and models of programs for English Learners in California. For example:
 - [a.](#) Alternative course of study (e.g., transitional/developmental bilingual educational programs, dual-language programs, heritage-language programs)
 - [b.](#) Structured English Immersion (SEI)
 - [c.](#) English-language mainstream programs with additional and appropriate support
- Demonstrate understanding of required program components for English Learners, including:
 - [a.](#) English Language Development (ELD) [\(as described in the RLA Framework, "Universal Access" section\)](#)
 - [b.](#) Access to core curriculum [\(primary-language instruction/support, Specially Designed Academic Instruction Delivered in English \[SDAIE\], Content-based ELD\)](#)
- Use assessment to identify appropriate program components for individual English Learners (based on English language proficiency, prior formal schooling, length of time at a given CELDT proficiency level, and current grade level).
- Demonstrate understanding of the similarities and differences between ELD and SDAIE (e.g., compare and contrast the goals, purposes, features, benefits, and limitations of ELD, Content-based ELD, and SDAIE) and how they interrelate and work together to provide maximum and continuing language development and achievement of core content standards for English Learners.
- Demonstrate knowledge of parent notification rights regarding program options for English Learners (e.g., waiver process) and how to communicate such rights in an appropriate and effective medium (e.g., bilingual phone calls, home visits, primary language materials, videos).

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005 Foundations of English Language Literacy

- Demonstrate understanding of links between oral and written language and an ability to use oral language proficiency to promote literacy and vice versa.
- Demonstrate understanding of personal factors affecting English language literacy development (e.g., [primary-language](#) literacy level; transfer of [primary-language](#) literacy; prior knowledge, education, and background experiences; level of English language proficiency; vocabulary knowledge; motivation).
- Demonstrate understanding of pedagogical practices affecting English language literacy development across the curriculum. [For example:](#)
 - [a.](#) [utilizing English Learners' prior knowledge to promote English language development in reading and writing](#)
 - [b.](#) [creating a language-rich environment](#)
 - [c.](#) [providing a balanced, comprehensive reading program](#)
 - [d.](#) [planning meaningful and purposeful literacy activities](#)
 - [e.](#) [using standards-based thematic unit organization](#)
 - [f.](#) [selecting appropriate reading materials](#)
 - [g.](#) [providing organized, systematic, explicit instruction in key skills](#)
 - [h.](#) [adapting instruction and materials to meet the special needs of English Learners](#)
 - [i.](#) [scaffolding literacy activities](#)
 - [j.](#) [integrating listening, speaking, reading, and writing](#)

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- Demonstrate knowledge of effective approaches and scaffolding strategies that can be used to develop English Learners' reading and writing proficiency in English across the curriculum (e.g., Language Experience Approach, frontloading vocabulary and language functions, interactive journals, shared reading, learning logs, process writing, graphic organizers, pre-reading activities).

006 Instructional Planning and Organization for ELD and SDAIE

- Demonstrate understanding of levels of English language development and their significance for instructional planning, organization, and delivery for ELD and SDAIE.
- Demonstrate an ability to develop lesson objectives and assessments addressing both ELD and content standards appropriate to English Learners' English language proficiency and grade levels.
- Demonstrate knowledge of how to use different student-grouping strategies for different purposes (e.g., language development, conceptual development, classroom community building) with both individual and group accountability, including using grouping as described in the RLA Framework, "Universal Access" section.
- Demonstrate understanding of the importance of organizing daily ELD instruction around meaningful standards-aligned concepts and balancing direct (explicit) instruction with student-centered learning.
- Demonstrate knowledge of how to create a physical setting that supports student interactions (e.g., through the arrangement of the space), provides a language-rich environment (e.g., through the display and use of a variety of print materials in the primary language and English), and offers stimuli for conversations (e.g., through the display and use of content-related objects such as, prints, maps, puzzles, and artifacts).
- Demonstrate understanding of how to use team teaching, peer tutoring, educational technologies, and working with bilingual paraprofessionals to support student learning.
- Apply strategies for involving families and the community and for establishing connections between the school and home to promote student achievement.

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007 Components of Effective Instructional Delivery in ELD and SDAIE

- Apply strategies for identifying the difficulty level of the academic language required for a given language or content-area task (e.g., Cummins's four quadrants).
- Apply scaffolding strategies for providing English Learners with support to enable them to successfully complete tasks that require academic language proficiency. For example:
 - a. Modifying language without simplification (e.g., modifying vocabulary, speed, stress, intonation), including use of paraphrasing and repetition
 - b. Activating students' prior knowledge
 - c. Using the primary language to facilitate learning
 - d. Contextualizing language (e.g., embedding language in an understandable context)
 - e. Using media, technological resources, and other visual supports
 - f. Using realia, manipulatives, and other hands-on materials that take advantage of other modalities
 - g. Using formative and summative assessment and reteaching
- Apply strategies for checking for comprehension during instruction, including monitoring comprehension frequently, checking for different levels (i.e., literal, inferential, and evaluative) of comprehension, and using effective questioning techniques (e.g., providing sufficient wait time, framing questions appropriately, using different question types for students with different linguistic needs).

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- Apply knowledge of how to provide explicit instruction in learning strategies (e.g., cognitive academic language learning approach [CALLA]).
- Apply knowledge of how to provide explicit instruction in content-specific discourse skills (e.g., procedural and declarative vocabulary, forms/functions, genres, tasks).

008 Effective Resource Use in ELD and SDAIE

- Demonstrate knowledge of how to select and use culturally responsive, age-appropriate, and linguistically accessible materials and resources that are suitable to English Learners' developing language and content-area abilities, including use of materials in the primary language.
- Apply strategies for modifying age- and grade-level appropriate materials and resources to meet the cognitive, linguistic, cultural, and academic needs of English Learners.
- Demonstrate understanding of the importance of using an appropriate variety of multicultural materials for language and content-area learning, including books and other print media, visual aids, props, realia, manipulatives, materials that access other modalities, and human resources.
- Demonstrate understanding of the appropriate use of technological resources to enhance language and content-area instruction for English Learners (e.g., Web, software, computers, related devices) and apply strategies for using software and Internet resources effectively in ELD and core content-area instruction.

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DOMAIN 3: APPROACHES AND METHODS FOR ELD AND CONTENT INSTRUCTION

009 ELD—Approaches and Methods

- Demonstrate knowledge of the current theoretical bases, goals, key features, and effectiveness of research-based ELD approaches.
- Demonstrate understanding of the importance of emphasizing meaningful and purposeful communicative interactions (both oral and written) to promote English Learners' language development and content-area learning and demonstrate knowledge of strategies for promoting communicative interactions (both oral and written) among students.
- Demonstrate understanding of the importance of using implicit and explicit instruction appropriately with regard to error correction and grammar development (e.g., emphasizing fluency and communication, recognizing when students may benefit from explicit instruction).
- Demonstrate understanding of how to implement Content-based ELD (e.g., integrating ELD standards into content teaching; selecting meaningful subject matter; using appropriate grade-level content, vocabulary, and discourse skills).

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010 ELD—Listening and Speaking

- Demonstrate understanding of the relationship between the ELD and ELA standards in listening and speaking and how to apply these standards for English Learners at different proficiency levels (i.e., beginning, early intermediate, intermediate, early advanced, and advanced).

- Demonstrate conceptual understanding and applied knowledge of strategies for promoting students' knowledge, skills, and abilities related to the ELD and ELA standards in listening and speaking as described in the RLA Framework and emphasized in the CELDT listening and speaking component, including:
 - a. Comprehension (e.g., listening to stories and information and responding appropriately using both verbal and nonverbal responses; listening for main ideas, details, and sequences; listening for implied meaning; applying knowledge of vocabulary, idiomatic expressions, discourse markers, organization, and tone)
 - b. Comprehension, organization, and delivery of oral communication (e.g., listening and responding appropriately in different contexts; making oneself understood when speaking by using standard English grammatical forms, sounds, intonation, pitch, and modulation; applying strategies for initiating and negotiating conversations; applying strategies for varying speech according to purpose, audience, and subject matter; retelling stories and conversations; restating ideas from oral presentations; participating in conversations with peers and adults; delivering oral presentations)
 - c. Analysis and evaluation of oral and media communications (e.g., responding orally to questions, identifying types of media)
- Demonstrate knowledge of strategies for facilitating English Learners' listening comprehension and speaking skills across the curriculum (e.g., frontloading key vocabulary and language functions, preteaching, brainstorming questions prior to a presentation, cooperative learning, whole-class and small-group discussions, role-plays, interviews, debriefing after a presentation).

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011 ELD—Reading and Writing

- Demonstrate understanding of the relationship between the ELD and ELA standards in reading and how to use these standards for English Learners at different proficiency levels.
- Demonstrate conceptual understanding and applied knowledge of strategies for promoting students' knowledge, skills, and abilities related to the ELD and ELA standards in reading as described in the RLA Framework and emphasized in the CELDT reading component, including:
 - a. Word analysis (e.g., concepts about print; phonemic and morphemic awareness; vocabulary and concept development; decoding; word recognition, including structural analysis, recognition of cognates, and other word identification strategies)
 - b. Fluency (e.g., reading aloud with appropriate pacing, intonation, and expression; applying word recognition skills)
 - c. Systematic vocabulary development (e.g., applying word recognition skills, using content-related vocabulary, recognizing multiple-meaning words, applying knowledge of text connectors, recognizing common abbreviations, using a dictionary, using morphemes and context to understand unknown words)
 - d. Reading comprehension (e.g., features, structures, and rhetorical devices of different types of texts; comprehension and analysis of grade-level-appropriate texts; identifying fact and opinion; identifying cause and effect; using a text to draw conclusions and make inferences; describing relationships between a text and one's own experience; evaluating an author's credibility)
 - e. Literary response and analysis (e.g., narrative analysis of grade-level-appropriate texts, structural features of literature, literary criticism)
- Demonstrate understanding of the relationship between the ELD and ELA standards in writing and how to use these standards for English Learners at different proficiency levels to support achievement of the standards.
- Demonstrate understanding of the use of a variety of genres and multicultural texts appropriate to the student's English proficiency level.

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- Demonstrate conceptual understanding and applied knowledge of strategies for promoting students' knowledge, skills, and abilities related to the ELD and ELA standards in writing as described in the RLA Framework and emphasized in the CELDT writing component, including:
 - a. Writing strategies and applications (e.g., penmanship development; the writing process, including organization, focus, evaluation, and revision; applying research and technology)
 - b. Using writing that reflects purpose, speaker, audience, and form across different writing genres (e.g., narrative, expository, persuasive, descriptive)
 - c. English language conventions (e.g., capitalization, punctuation, sentence structure, grammar, spelling)

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012 Specially Designed Academic Instruction Delivered in English (SDAIE)

- Demonstrate understanding of key procedures used in planning SDAIE lessons. For example:
 - a. Include language objectives and grade-level content objectives in the lesson.
 - b. Determine task complexity and amount of scaffolding required.
 - c. Select multiple strategies to access and assess students' prior knowledge.
 - d. Identify strategies for creating background knowledge.
 - e. Identify ways to provide students with cognitively engaging input (both oral and written) with contextual support (e.g., visuals, manipulatives, realia, primary-language support, paraphrasing, focus questions).
 - f. Identify ways to use modeling and multiple opportunities for guided and independent practice to achieve content and language objectives, including carefully scaffolding interactions (e.g., teacher-student, student-student, student-text).
 - g. Identify ways to promote students' active language use with respect to the lesson's content (e.g., using the primary language, cooperative learning tasks).
 - h. Select multiple strategies to assess students' mastery of language objectives and grade-level content objectives (including using authentic assessment) and scaffold assessment tasks when necessary.
- Demonstrate understanding of key strategies used in implementing SDAIE lessons. For example, scaffolding strategies that:
 - a. Access English Learners' prior knowledge (e.g., concepts, vocabulary) related to a lesson, including using an additive cultural approach.
 - b. Contextualize a lesson's key concepts and language (e.g., using materials, resources, and activities to support contextualization).
 - c. Modify and augment State-adopted content-area textbook(s) to address English Learners' language needs, including the incorporation of primary-language resources.
 - d. Demonstrate or model learning tasks.
 - e. Use questions to promote critical-thinking skills (e.g., analytical and interpretive questions).
 - f. Provide English Learners with explicit instruction in metacognitive and cognitive strategies (e.g., debriefing, using text features, using self-evaluation and reflection).
 - g. Develop English Learners' academic language (e.g., frontloading vocabulary).
 - h. Provide clear models of expected performance outcomes.
 - i. Transform text from one genre to another genre.
 - j. Provide opportunities for English Learners to engage in analysis and interpretation of text, both oral and written.
 - k. Provide English Learners with opportunities to learn and use forms of English language necessary to express content-specific academic language functions (e.g., analyzing, comparing, persuading, citing evidence, making hypotheses).
 - l. Provide authentic opportunities for English Learners to use the English language for content-related communicative purposes with both native and nonnative speakers of English.
 - m. Assess attainment of lesson content using multiple modalities (e.g., verbal, nonverbal).
 - n. Provide comprehensible and meaningful corrective and positive feedback to English Learners.

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CTEL KNOWLEDGE, SKILLS, AND ABILITIES
SUBTEST: ASSESSMENT AND INSTRUCTION

- Apply knowledge of procedures and strategies used in SDAIE to plan, implement, and evaluate SDAIE lessons that are effective in developing English Learners' academic language and content-area knowledge and skills and in leading them to full English language proficiency.

CALIFORNIA TEACHER OF ENGLISH LEARNERS (CTEL) EXAMINATION

**KNOWLEDGE, SKILLS, AND ABILITIES (KSAs)
SUBTEST: CULTURE AND INCLUSION**

**DOMAIN 1: CULTURE AND CULTURAL DIVERSITY AND THEIR
RELATIONSHIP TO ACADEMIC ACHIEVEMENT**

001 Cultural Concepts and Perspectives

- Demonstrate understanding of concepts and perspectives used in defining culture (e.g., cultural universals, cultural relativism, ethnocentrism, cultural pluralism, cultural congruence, impact of geography on cultural forms and practices, intragroup and intergroup differences).
- Demonstrate understanding of external and internal elements of culture and how they exemplify cultural perspectives. For example:
 - [a.](#) External elements of culture (e.g., shelter, clothing, food, arts and literature, religious structures, government, technology, language)
 - [b.](#) Internal elements of culture (e.g., values, customs, worldview, mores, beliefs and expectations, rites and rituals, patterns of nonverbal communication, social roles and status, gender roles, family structure, patterns of work and leisure)
- Apply strategies for analyzing the significance of and responding to student diversity in relation to external and internal elements of culture.
- Demonstrate understanding of historical and contemporary perspectives on cultural diversity and multicultural education with a focus on how student interaction and grouping patterns are affected by:
 - [a.](#) Issues of power and status
 - [b.](#) Impact and interplay of demographic trends
 - [c.](#) Bias and discrimination with regard to inter- and intragroup differences, including social class, age, gender, occupation, education level, geographic isolation, race, U.S.-born versus immigrant status, sexual orientation, and handicapping condition
- Demonstrate understanding of political and socioeconomic factors affecting English Learners and their families (e.g., parents'/guardians' voting and citizenship status, family income and employment, housing, health care availability, parents'/guardians' level of educational attainment).
- Demonstrate knowledge of practical applications of current research and research-based theories related to cultural factors that influence the achievement of English Learners.

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002 Cultural Contact

- Demonstrate understanding of differences among various processes of cultural contact (e.g., assimilation, acculturation, biculturalism, accommodation).
- Demonstrate understanding of psychological and social-emotional issues involved in experiencing different cultures (e.g., culture shock, psychological distance).
- Demonstrate understanding of stages or phases of acculturation (e.g., honeymoon, culture fatigue/shock, adjustment/adaptation, acceptance) and the features associated with each phase.
- Demonstrate understanding of factors that promote or impede adjustment to different cultures.

- Analyze English Learners' experiences in relation to concepts of cultural contact and apply related knowledge to educational contexts (e.g., problem solving, student interactions, conflict resolution).

003 Cultural Diversity in California and the United States

- Demonstrate knowledge of major demographic trends related to the cultural and linguistic diversity of California and the United States (e.g., primary languages spoken by English Learners).
- Demonstrate understanding of current trends and features of migration and immigration in California and the United States. For example:
 - [a.](#) Contemporary causes of migration and immigration (e.g., push/pull factors), both voluntary and forced
 - [b.](#) Characteristics of contemporary migrants and immigrants (e.g., countries of origin, destinations, levels of education, socioeconomic status, native languages, secondary migration)
- Demonstrate understanding of important issues and challenges faced by culturally and linguistically diverse groups in California and the United States. For example:
 - [a.](#) Challenges associated with primary language maintenance and loss
 - [b.](#) Challenges associated with various stages or phases of acculturation
 - [c.](#) Issues related to an individual's legal status (e.g., documented, undocumented, refugee), including the relationship of individuals to their nation of origin and types/availability of support networks and services
 - [d.](#) Societal and intragroup challenges to culturally and linguistically diverse groups (e.g., prejudice and discrimination, economic challenges, interactions between newcomers and U.S.-born members of the same cultural group)
 - [e.](#) Challenges associated with group stereotypes and individual variation
- Use knowledge of issues and challenges faced by culturally and linguistically diverse groups to provide effective instruction and equitable access to English Learners.

004 Crosscultural Interaction

- Demonstrate understanding of cultural differences in patterns of nonverbal communication (e.g., distance between speakers; eye contact; gestures; touching; facial expressions, including smiles).
- Demonstrate understanding of cultural differences in oral discourse patterns and practices (e.g., ways conversations open and close, timing of responses, turn-taking practices, volume of voice, use/role of silence) and cultural differences in written discourse (e.g., style of argumentation, use of voice, formality level, organizational structure).
- Apply strategies for providing authentic opportunities for English Learners to use the English language for communicative purposes with both native and nonnative speakers of English in both social and academic settings and demonstrate conceptual understanding and applied knowledge of how to facilitate positive interactions among culturally diverse students. For example, explicitly teaching about:
 - [a.](#) Cultural differences in communication styles
 - [b.](#) Intercultural communication strategies
 - [c.](#) Strategies for resolving cultural conflicts (e.g., conflict resolution strategies)
 - [d.](#) Strategies that enable students to appreciate and analyze multiple perspectives
 - [e.](#) Strategies for helping students become aware of the concepts of ethnocentrism and cultural relativism
- Demonstrate an ability to analyze schools' and classrooms' implicit cultural values and preferences and their differential impact on students from diverse cultural groups.

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DOMAIN 2: CULTURALLY INCLUSIVE INSTRUCTION

005 The Role of Culture in the Classroom and School

- Demonstrate understanding of the important role culture plays in the classroom and the school and how the degree of congruence between the school/classroom culture and a student's home culture can affect the student's learning and achievement.
- Demonstrate conceptual understanding and applied knowledge of the importance of examining how a teacher's own cultural beliefs, values, attitudes, and assumptions impact learning and achievement among students from diverse cultural backgrounds (e.g., classroom management style, teaching style, interactions with students and parents).
- Apply strategies to acquire in-depth knowledge of English Learners' home cultures and cultural experiences (e.g., using observations, community resources, home visits, interviews, informal conversations, written and oral histories).

006 Culturally Inclusive Learning Environment

- Demonstrate understanding of characteristics of classroom and school environments that facilitate culturally responsive accommodations to diverse communities.
- Demonstrate understanding of factors that contribute to classroom and school environments that support cultural diversity and student achievement. For example:
 - a. High expectations for all students
 - b. High level of respect for cultural and linguistic diversity, including valuing and validating the primary language and its use
 - c. High level of interaction among students with different backgrounds (e.g., cooperative group work)
 - d. Multicultural perspectives infused throughout the curriculum
 - e. Use of proactive approach to cultural conflict (e.g., by openly discussing topics such as prejudice, discrimination, racism, stereotypes, and intergroup and intragroup relations)
 - f. Zero tolerance for culturally insensitive behavior
 - g. Strong parent/guardian and community involvement in class and school activities and in school organizations and programs
- Apply knowledge of attitudes, practices, and strategies for creating culturally inclusive classroom and school environments and for promoting all students' achievement.

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007 Family and Community Involvement

- Demonstrate understanding of family and community involvement with regard to culturally inclusive curriculum and instruction (e.g., rationale for and outcomes of family and community involvement, roles of family and community members in planning and implementing culturally inclusive curriculum and instruction).
- Demonstrate understanding and apply knowledge of culturally responsive strategies for communicating with family members (e.g., knowledge of potential site resources for translating communications to the home) and for involving family members in their children's learning.
- Demonstrate understanding and apply knowledge of strategies for involving community members in the classroom and school (e.g., providing insight about different cultural, religious, and linguistic traditions; sharing content expertise).
- Demonstrate understanding of and plan strategies for involving language minority parents/guardians and community members in school governance and decision-making processes (e.g., serving on district and school committees).

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- Demonstrate understanding and apply knowledge of strategies for addressing conflicts related to differences in cultural values among students, teachers, parents/guardians, and/or the community.

008 Culturally Inclusive Curriculum and Instruction

- Demonstrate understanding of features, goals, and outcomes of different approaches to multicultural curriculum reform, from additive to transformative.
- Demonstrate knowledge of content included in an effective multicultural curriculum and resources for multicultural curriculum development.
- Demonstrate conceptual understanding and applied knowledge of attitudes and instructional practices and strategies that reflect an inclusive approach with regard to students' cultural and language backgrounds.
- Apply knowledge of cultural influences (e.g., different attitudes toward conformity and individuality, different values regarding cooperation and competition, different expectations and preferences with regard to teacher-student interactions and instructional formats) when planning and implementing instruction.
- Demonstrate understanding of how to apply knowledge of English Learners' cultural backgrounds and experiences to instruction (e.g., to help contextualize language and content for students, to help students access prior knowledge).

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